**0Title of Essay reflects** **content**: Yes No (2 points)

Descriptive Essay Rubric

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| CATEGORY  | **4**  | **3**  | **2** | **1** |
| clear**Introduction and Thesis** | Introductory paragraph clearly states subject of essay and captures reader's attention. Thesis statement is effectively crafted. | Introductory paragraph states subject of essay but is not particularly engaging.  | Introductory paragraph attempts to state subject of essay but does not contain a clear thesis.  | No attempt is made to state the subject of the essay in an introductory paragraph.  |
| clear**Sensory Details**  | Essay includes engaging details that appeal to the five senses (taste, touch, sound, sight, smell).  | Includes some details that appeal to the five senses.  | Includes only a few details that appeal to the senses.  | Includes no details that appeal to the senses.  |
| clear**Word Choice**  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.  | Writer uses words that communicate clearly, but the writing lacks variety, sophistication, or flair.  | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may detract from the meaning.  |
| clear**Figurative Language** **Simile/Metaphor/** **Personification, etc.**  | Writer effectively uses simile, metaphor, and personification to describe the subject.  | Writer uses one example of simile, metaphor, or personification to describe the subject.  | Writer may try to use simile, metaphor, and personification but does so incorrectly.  | Writer does not include simile, metaphor, or personification in essay.  |
| **Development and Organization (paragraphs clearing showing choice of either chronological, spatial, or order of importance)**clear**Sentence Structure** **(Variety, Clarity, Fluency)**  | Writer organizes the essay in multiple, fully-developed paragraphs with transitions and links that connect the body paragraphs back to the thesis. All sentences are well-constructed with varied structure.  | Writer organizes the essay in multiple paragraphs with some transitions and links that connect the body paragraphs back to the thesis. Most sentences are well-constructed with varied structure.  | Writer organizes the essay in paragraphs that need further development. Transitions and links to the thesis are inadequate.Most sentences are well-constructed but have a similar structure.  | Writer does not organize the essay in paragraphs. There are no transitions or links back to the thesis. Sentences lack structure and appear incomplete or rambling.  |
| clear**Grammar, Mechanics, and MLA format** | There are no errors in grammar or punctuation. | There are some errors; however, these errors do not distract the reader.  | There are errors that distract the reader.  | There are serious errors that interfere with the reader's understanding of the essay.  |

 **Total Score: \_\_\_\_\_\_\_\_/30**