

Justice for All: How Laws Preserve and/or Restrict RightsUnit by ELA Educators in New Brunswick, part of the 2021 cohort of *The 1619 Project* Education Network**Rubric for 3 - 5 Paragraph for Explanatory Essay**

Category	4 89 -100	3 79- 88	2 69 -78	1 <69
Introductory Paragraph / Thesis Statement	The intro paragraph and thesis statement names the topic of the essay and outlines the main reasons to be addressed	The intro paragraph and thesis statement names the topic of the essay and outlines some of the reasons.	The intro paragraph and thesis statement outlines some or all of the main reasons to be addressed, but does not name the topic.	The intro paragraph and thesis statement does not name the topic and does not name reasons
Evidence and Explanation	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's reasons. Transition words connect reasons to the thesis. Includes minimal narration.	Most of the evidence and examples are specific, relevant, and explanations are given that show how each piece of evidence supports the author's reasons. Some transition words are used to connect reasons to the thesis. Includes more narration than is necessary.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's reasons. Transition words are not used to make connections. Includes excessive narration.	Evidence and examples are not relevant and/or are not explained. Pure narration.
Complexity	Author demonstrates a clear understanding of complexity and expands all reasons and facts. Makes a connection to self or world.	Author demonstrates some understanding of complexity and expands some reasons and facts. Connection to self and/or world may or may not be present.	Author demonstrates little understanding of complexity and does not expand upon reasons. Little or no connection to self or world.	Author demonstrates little understanding of complexity and does not expand upon reasons. No connection to self or world.
Sequencing	Explanations, supporting evidence and connections are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Explanations, supporting evidence and connections are provided in a fairly logical order that make it reasonably easy and interesting to follow the author's train of thought.	A few of the supporting details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the supporting details or explanations are not in an expected or logical order; distracting the reader and making the essay very confusing.
Closing Paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective revisiting of the position statement within the closing paragraph.	The conclusion is recognizable. The author's position is revisited within the closing paragraph.	The author's position is revisited.	There is no conclusion - the paper just ends.
Grammar & Spelling	Author makes few or no grammatical or spelling errors that distract the reader from the content.	Author makes several errors in grammar or spelling that distract the reader from the content.	Author makes many errors in grammar or spelling that distract the reader from the content.	Author makes a myriad of errors in grammar or spelling that distract the reader from the content.
Planning	There is clear evidence of thoughtful and relevant planning.	There is evidence of some thoughtful and relevant planning.	There is little evidence of planning.	There is no evidence of planning.

Score: _____ / 100