

NAME: _____

SR.2

RESOURCE

DATE: _____

Cause and Effect Essay Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution	Opening paragraph states the main idea of the essay somewhat clearly—the causes and effects leading up to the American Revolution	Opening paragraph states the main idea of the essay, but not clearly—the causes and effects leading up to the American Revolution	Opening paragraph does not state the main idea of the essay
Body	<u>Paragraph 1</u> All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	<u>Paragraph 1</u> Two of the three following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	<u>Paragraph 1</u> One of the three following causes and effects are included: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	<u>Paragraph 1</u> No appropriate causes or effects are included
	<u>Paragraph 2</u> All of the following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech	<u>Paragraph 2</u> Two of the three following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech	<u>Paragraph 2</u> One of the three following causes and effects are included: Intolerable Acts, First Continental Congress, Patrick Henry's speech	<u>Paragraph 2</u> No appropriate causes or effects are included
	<u>Paragraph 3</u> All of the following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	<u>Paragraph 3</u> Two of the three following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	<u>Paragraph 3</u> One of the three following causes and effects are included: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	<u>Paragraph 3</u> No appropriate causes or effects are included

	Exemplary	Strong	Developing	Beginning
Conclusion	Main idea of essay is restated in a different way from the introductory paragraph	Main idea of essay is restated in the same way as in the introductory paragraph	Main idea of essay is restated in an unclear way	Main idea of essay is not restated
Structure of the Piece	All sentences in paragraphs are presented logically	Most sentences in paragraphs are presented logically	Some sentences in paragraphs are presented logically	Connections between sentences in paragraphs are confusing
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little information has been paraphrased
	All transition words or phrases are used appropriately	Most transition words or phrases are used appropriately	Some transition words or phrases are used appropriately	Transition words or phrases are not used

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

SR.3

RESOURCE

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Cause and Effect Essay Editing Checklist

Cause and Effect Essay Editing Checklist	After checking for each type of edit, type yes or no here.
Meaning (It sounds right when I read it aloud.)	
• All my sentences have a subject and predicate.	
• I included all the words I wanted to write.	
• I took out repeated words or information.	
Format	
• All my paragraphs are indented.	
• I have a title on the front.	
Capitals	
• I began each sentence with a capital letter.	
• I used capital letters for all proper nouns.	
Spelling	
• I have checked the spelling for any words I was unsure of or my teacher marked.	was
Punctuation	
• I read my writing piece aloud to check for periods, question marks, and exclamation points at the end of my sentences.	for
• I used commas and quotation marks in places where they belong.	