

Content	Exceeds the Standard 4	Meets the Standard 3	Partially Meets the Standard 2	Does not Meet the Standard 1
<b>THESIS</b>	<ul style="list-style-type: none"> <li>• Thesis statement is concise and articulate and presents an original, complex, sophisticated argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis statement is clear and focused, and presents a thoughtful, comprehensive argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis statement is based on plausible idea, but is wordy or unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis statement is example-based, unfounded or absent.</li> </ul>
<b>Thesis Development/ ANALYSIS</b>	<ul style="list-style-type: none"> <li>• In addition to meeting the criteria for a <i>Meets</i> essay, analysis is more perceptive/original, thorough, clear, and precise.</li> <li>• Organization stems from an articulate and logical progression of ideas</li> <li>• Argument is thoroughly developed, cohesive and successfully proven.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is thoughtful, comprehensive, well grounded and not oversimplified.</li> <li>• Organization stems from logical progression of ideas.</li> <li>• Argument is well developed and complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is plausible but oversimplified and/or not well grounded in the text.</li> <li>• Organization stems from ideas, but progression may lack a logical order or become generalized.</li> <li>• Argument has some minor flaws or missing pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is oversimplified, too general or unsubstantiated.</li> <li>• Organization stems from examples, not ideas, and/or ideas lack cohesion and therefore argument is not proven.</li> <li>• Argument changes direction, is incomplete or inconsistent.</li> </ul>
<b>Selection and Use of EVIDENCE</b>	<ul style="list-style-type: none"> <li>• Relevant and compelling evidence from the text represents best choice to support and shed light on argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant evidence from the entire text (not just a portion) is used to support the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence selected is limited and/or does not represent best choice for supporting the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and direct evidence is not used, or is inappropriate or irrelevant.</li> </ul>

GRADE for Content: \_\_\_\_\_

Writing Process	Exceeds the Standard 4	Meets the Standard 3	Partially Meets the Standard 2	Does not Meet the Standard 1
<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Introduction engages reader and clearly sets up argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction effectively leads into argument</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction only suggests a focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction fails to articulate argument, is confusing or lacks focus.</li> </ul>
<b>INTEGRATION OF EVIDENCE</b>	<ul style="list-style-type: none"> <li>• Each quote or reference is introduced effectively (not "dropped"). Effective points are made with each quote or reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Each quote or reference is introduced (not "dropped"). Points are made with each quote or reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Each quote or reference is not consistently introduced and points are not clearly or consistently made with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Quotes are not introduced or points are not made with evidence.</li> </ul>
<b>STYLE</b>	<ul style="list-style-type: none"> <li>• Student makes sophisticated use of transitional devices and develops an effective personal style. Effective word choice and a variety of sentence structures are utilized.</li> </ul>	<ul style="list-style-type: none"> <li>• Student effectively uses transitions, word choice, and a variety of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Student makes limited use of transitions. Word choice has not been thoughtful considered, and sentence structures lack variety (writing is choppy).</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses no transitions, has ineffective wording, and/or sentences are short and have no variety in structure.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Each body paragraph begins with clear, focused sub-topic.</li> <li>• Textual evidence is smoothly integrated into each body paragraph.</li> <li>• The essay is organized with clear transitions between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Each body paragraph begins with a sub-topic.</li> <li>• Textual evidence is integrated into each body paragraph.</li> <li>• The essay is organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Some body paragraphs lack clear sub-topics.</li> <li>• Textual evidence is used, but not smoothly integrated into each paragraph.</li> <li>• The essay reflects need of organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Body Paragraphs do not begin with sub-topics,</li> <li>• Textual evidence is misplaced or not integrated properly into paragraphs.</li> <li>• The essay lacks effective organization.</li> </ul>
<b>CONCLUSION</b>	<ul style="list-style-type: none"> <li>• Conclusion is highly effective and leaves the reader with a clear understanding of the writer's position.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion summarizes main points and shows development of thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion is present but lacks focus, is underdeveloped, and/or changes direction</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion is not present or changes topic</li> </ul>

GRADE for Writing Process: \_\_\_\_\_

Standard English Conventions	Exceeds the Standard 4	Meets the Standard 3	Partially Meets the Standard 2	Does not Meet the Standard 1
	<ul style="list-style-type: none"> <li>• This paper contains only minor errors relative to the length of the piece according to standard English conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• This paper contains few errors relative to the length of the piece according to standard English conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• This paper contains several errors relative to the length of the piece according to standard English conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• This paper contains numerous errors relative to the length of the piece according to standard English conventions. There are major sentence structure problems and communication is hindered by the errors.</li> </ul>

GRADE for Standard English Conventions: \_\_\_\_\_

TOTAL WRITING GRADE \_\_\_\_\_

## MLA FORMAT

REQUIREMENTS	POSSIBLE POINTS	POINTS EARNED
Pages <ul style="list-style-type: none"><li>• Spacing</li><li>• Margins</li><li>• Font</li></ul>	5 pages X 2 = 10 points	
Parenthetical Documentation <ul style="list-style-type: none"><li>• Correctly formatted</li><li>• Corresponds correctly to Works Cited</li></ul>	5 points	
Works Cited Page: Format <ul style="list-style-type: none"><li>• alphabetical order</li><li>• hanging indents</li><li>• spacing</li><li>• 5 sources</li></ul>	5 points	
<b>FORMAT GRADE</b> (1/4 of total grade)	60 points	

<b>CONTENT GRADE</b> (3/4 of total grade)	
<b>COMMENTS</b>	

<b>TOTAL GRADE</b>	
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