**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total: /60**

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| **Criteria** | **Exceeds Standards**  **(93%-100 %)** | **Meets Standards**  **(85%-92%)** | **Approaching Standards**  **(70-84%)** | **Far Below Standards**  **(69% and below)** |
| Introduction/  Thesis  /10 | -Exceptional introduction that strongly grabs the interest of reader and states topic and thesis  -Strongly and eloquently develops context and background information (introduces product)  -Thesis statement is exceptionally clear, well developed, precise, knowledgeable, and is encompassed in one single, definitive statement  **-Introduces precise claim(s)/all arguments in a sophisticated thesis statement, with all 3 reasons clearly delineated** | -Proficient introduction that is somewhat engaging states topic, thesis and all subtopics in proper order  -Develops context and background information (introduces product) fairly well  -Thesis is clear, fairly precise, and knowledgeable, and is encompassed in one single statement  - **Introduces reasonable claim(s)/arguments in a clear thesis statement, with all 3 reasons delineated** | -Adequate introduction that states topic, thesis and some subtopics  -Briefly develops context and background information  -Thesis is somewhat clear, and highlights a few main points. However, it is not stated in one single statement and is somewhat irrelevant  - **Introduces some claim(s)/arguments in a thesis statement, with most reasons delineated** | -Weak introduction of topic, thesis and subtopics  -Minimally develops context and background information  -Thesis is weak, unclear, irrelevant and fragmented or altogether nonexistent.  - **Introduces superficial or flawed claim(s) in a weak thesis statement or altogether fails to do so** |
| Development of Arguments/Claims  And Analysis  (Body Paragraphs)  /15 | - Provides substantial and **pertinent evidence** to support claim(s)  -Effectively integrates and cites CREDIBLE/RELIABLE sources and/or text evidence  - Shows insightful understanding of topic or text and uses persuasive and valid reasoning to connect evidence with claim(s)  - The most significant and relevant facts, concrete details, quotations, or other information and examples are selected  -At least 3 quotations/paraphrased citations are present | - Provides sufficient and relevant evidence to support claim(s)  -Competently integrates and cites CREDIBLE sources and/or text evidence  - Shows competent understanding of topic or text  -Uses valid reasoning to connect evidence with claim(s)  -Develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples  -At least 3 quotations/ paraphrased citations are present | - Provides limited and/or superficial evidence to support claim(s)  -Ineffectively integrates or cites adequate sources and/or text evidence  -Attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or insufficient  - Shows superficial understanding of topic or text and uses some valid and accurate reasoning to connect evidence with claim(s)  -Only 1-2 quotes/paraphrased citations are present | - Provides minimal or no and/or irrelevant evidence to support claim(s)  -Incorrectly integrates or cites sources and/or text evidence that may not be credible  - Does not develop the topic by selecting information and examples from the text(s)  -Shows no and/or inaccurate understanding of topic or text  -Reasoning is missing or does not connect evidence with claim(s)  -Fewer than 1 quotes/paraphrased citations are present, or are altogether absent |
| Rebuttal  /5 | -Identifies and acknowledges at least 3 strong counterarguments  -Convincingly refutes specific counter-claim(s) | -Identifies and acknowledges at least 3 counterarguments  -Competently refutes specific counter-claim(s) | -Identifies some (2) counterarguments  - Minimally refutes specific counter-claim(s) | -Does not sufficiently or weakly identifies counterarguments  - Fails to acknowledge/address alternate or opposing claim(s) |
| Organization of Ideas and  Style    /5 | -Exceptionally clear, logical, mature, and thorough development of paragraphs that support the thesis with excellent transitions between paragraphs  - Skillfully produces clear, coherent, sophisticated, formal writing in which the development, organization, and style are appropriate to task, purpose, and audience  -Word choice is highly sophisticated and varied | -Clear and logical paragraphs that supports the thesis with good transitions between paragraphs  - Produces clear and coherent, formal writing in which the development, organization, and style are appropriate to task, purpose, and audience  -Word choice is advanced and varied | -Somewhat clear and logical development of paragraph with some transitions between paragraphs  - Attempts to produce clear and coherent writing, but errors in conventions and writing style detract from understanding  -Writing can be informal at times with the use of first or second person  -Word choice is fair and somewhat varied | -Essay lacks clear and logical development of ideas with weak transitions between ideas and paragraphs  - Does not produce clear and coherent writing  -Writing style is highly informal with overuse of first and second person voice  -Word choice is simplistic, weak/poor and unvaried. |
| Conclusion    /5 | -Thesis is well restated/rearticulated in a novel, interesting way  -Excellent summary of topic and a strong synthesis of important/main ideas  - Leaves the reader strongly convinced of and with a strong impression of the arguments made throughout essay  -Avoids use of phrases like “In conclusion, etc.” | -Thesis is restated in a fairly interesting way  -Good summary of topic, and a good synthesis of most important/main ideas  -Leaves the reader fairly convinced of the arguments made throughout the essay | -Thesis is somewhat alluded to  -A summary of the topic and an attempt at the synthesis of some of the main/important ideas is made  -Leaves the reader only somewhat convinced of the arguments made throughout the essay and with a somewhat weak impression of the points made | -Thesis is not restated or rearticulated  -Lacks a clear summary of ideas; synthesis of ideas is absent  -Leaves the reader minimally or poorly convinced of the arguments made in the essay |
| Language Conventions    /10 | -Demonstrates consistently proper, correct grammar, spelling  -Essay is fluent, clear and well articulated  -There is a strong variety of sentence structures and complexities  -Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose  -Each paragraph is around 7-8 sentences | -Essay is clear with mostly proper and correct grammar and spelling  -Essay is fairly fluent and clear  -Fair amount of variety in sentence structures and complexities  - Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose  -Each paragraph is around 7-8 sentences | -Essay contains some errors in grammar and spelling  -Essay can sometimes be confusing and/or muddled  -Occasional use of varying sentence structures and complexities  - Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose  -Each paragraph is around 5-6 sentences | -There are several errors in grammar and spelling  -Essay is often unclear and confusing  -Minimal to no variety in sentence structures and complexities.  - Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose  -Paragraphs are fewer than 5 sentences |
| MLA Format  Parenthetical Citations  And Works Cited  /5 | -Formatting guidelines (margins, double spacing, etc.) are all correctly and accurately followed  - Most references are properly cited both within the text and in the Works Cited portion of the essay.  -Page requirement is met | -Formatting guidelines (margins, double spacing, etc.) are mostly followed  -References are cited both within the text or partially cited. Works cited follows most of the rules of MLA format. A few errors may exist.  -Page requirement is met or very closely met | -Some errors in following formatting guidelines are apparent  -Some references are improperly cited or not cited at all. Works cited is incorrectly formatted.  -Page requirement is not quite met | -Several errors in following formatting guidelines or formatting guidelines are altogether disregarded  -Several errors in citing references both in in-text/parenthetical citations and in the works cited page or largely ignored altogether  -Number of pages is far below expected requirement |
| Evidence of revision and editing  /5 | -All drafts and brainstorming processes is provided  -Evidence of thoughtful and careful revision | -Most drafts and brainstorming processes is provided  -Evidence of fairly thoughtful and careful revision | -Some drafts and brainstorming processes are provided  -Some revisions were made from draft to draft, more necessary | -Few to no drafts and brainstorming processes are provided  -Minimal to no revisions made |