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

**Total: /60**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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/ClaimsAnd 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 FormatParenthetical CitationsAnd 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 |