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

 ***Total Score: /70***

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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-Thesis statement is exceptionally clear, well developed, precise, knowledgeable, significant and is encompassed in one single, definitive statement | -Proficient introduction that is somewhat engaging states topic, thesis and all subtopics in proper order-Thesis is clear, fairly precise, and knowledgeable, and is encompassed in one single statement  | -Adequate introduction that states topic, thesis and some subtopics-Thesis is somewhat clear, and highlights a few main points. However, it is not stated in one single statement and is somewhat irrelevant | -Weak introduction of topic, thesis and subtopics-Thesis is weak, unclear, irrelevant and fragmented or altogether nonexistent. |
| Quality of information/evidence and /15 | -Essay is exceptionally researched, extremely detailed, with critical evidence from a wide variety or RELIABLE sources- The most significant and relevant facts, concrete details, quotations, or other information and examples are selected-Skillfully integrates information into the text to support the text and advance the thesis-At least 4 quotations/paraphrased citations are present | -Essay is well researched in detail with accurate & critical evidence from a variety of mostly reliable sources- Develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples-Integrates information into the text selectively to maintain the flow of ideas and advance the thesis-At least 4 quotations/ paraphrased citations are present | -Some aspects of essay is researched with some accurate evidence from a few sources, many of which are unreliable- Attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or insufficient-Attempts to integrate information into the text selectively to maintain the flow of ideas and advance the thesis, but information is insufficient or irrelevant-Only 2-3 quotes/paraphrased citations are present | -Limited information on topic with lack of research, details or accurate evidence- Does not develop the topic by selecting information and examples from the text(s)-Does not integrate information from the text-Fewer than 2 quotes/paraphrased citations are present, or are altogether absent |
| Support of Ideas/Analysis /15 | -Exceptionally critical, relevant and consistent connections made between evidence, subtopics, and thesis, showing excellent analysis- Skillfully draws evidence from informational texts to support analysis and thesis/claim and demonstrates assessment of whether the reasoning is in the evidence is valid, relevant and sufficient | -Consistent connections made between evidence, subtopics, thesis/topic, showing good analysis- Draws evidence from research to support analysis and thesis/claim-Delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient  | -Some connections made between evidence, subtopics, and thesis/topic, showing some analysis- Attempts to draw evidence from informational texts to support analysis and thesis/claim but evidence is insufficient and/or irrelevant -Attempts to assess whether the reasoning is valid in the evidence is relevant and sufficient, but analysis is insufficient | -Limited connections made between evidence, subtopics, and thesis/topic-Lacks analysis- Does not use evidence from the informational texts to support analysis and/or thesis/claim nor evaluate claims in text |
| Organization/Development of Ideasand Style /5 | -Exceptionally clear, logical, mature, and thorough development of subtopics 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 subtopic order 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 subtopics 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- Strongly highlights the relevance/importance of topic and leaves a strong impact on the reader-Avoids use of phrases like “In conclusion, in summary, to conclude” etc. | -Thesis is restated in a fairly interesting way-Good summary of topic, and a good synthesis of most important/main ideas-Highlights the relevance/importance of the topic and leaves an impression on the reader- Avoids use of phrases like “In conclusion, in summary, to conclude” etc | -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-Importance of topic is briefly mentioned but does not leave an impression on the reader-Uses phrases like “In conclusion; in summary; to conclude, etc.” | -Thesis is not restated or rearticulated-Lacks a clear summary of ideas; synthesis of ideas is absent-Importance of topic is not conveyed and leaves a poor impression on the reader-Uses phrases like “In conclusion; in summary; to conclude, etc.” |
| 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-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-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-Each paragraph is around 5-6 sentences | -There are several errors in grammar and spelling-Essay is often unclear and confusing-Very little to no variety in sentence structures and complexities. -Paragraphs are fewer than 5 sentences |
| MLA FormatParenthetical CitationsAnd Works Cited/5 | -Formatting guidelines (margins, double spacing, etc.) are all correctly and accurately followed- Each reference is properly cited both within the text and in the Works Cited portion of the essay.-Page requirement is met (at least 3+ pages) | -Formatting guidelines (margins, double spacing, etc.) are mostly followed-Most references are properly 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 (3 pages) 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 (~2.5 pages only) | -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-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 |