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| CATEGORY | 5 (100%) | 4 (90%) | 3 (80%) | | 2 (70%) | 1 (60%) |
| **Introduction, Thesis, and Conclusion** | -Introduction paragraph has **thoughtfully crafted** structure.  -The thesis provides a **carefully crafted, detailed,** and arguable statement of the author’s claim.  -Conclusion includes correct content, has organization, and craftily reinforces the argument. | -Introduction paragraph has **effective structure and organization**.  -The thesis provides a **clear**, **detailed,** and arguable statement of the author’s claim.  -Conclusion includes correct content and writer reinforces the argument. | | -Introduction paragraph **has all necessary content** (hook, background info., thesis).  -A thesis is **present** and provides a claim that is arguable.  -Conclusion has correct content, but it is simply stated. | -Introduction paragraph **may be missing necessary content or needs more background info.  -**A thesis is present, but does not make the author’s position clear, **may need some work.**  -Conclusion may be missing content and/or lacking proper organization. | -Introduction paragraph may be **missing some necessary content.** (hook, background info., thesis).  - **Thesis does not accurately address the prompt.** -Conclusion is underdeveloped. |
| **Body Paragraphs** | -**Strong** topic sentences.  -Paragraphs are **very thorough and fluid,** and have **well-constructed** examples and analyses with **carefully selected** evidence.  -Transitions used between paragraphs. | -**Effective** topic sentences. -Paragraphs are  **thorough** and have **effective** examples and analyses with **strong** **evidence** used to support the position.  -Transitions used between paragraphs. | | -**Basic** topic sentences.  -Paragraphs are **organized** and have examples and analyses with **relevant evidence** to support the position.  -At least one transition used between paragraphs. | -**Weak or unclear** topic sentences.  -Paragraphs may be **lacking in organization** and development.  -Examples and evidence are present, but **may need to work on analysis and/or contextual information**.  -No transitions used between paragraphs. | **-Missing** topic sentences.  -Paragraphs may not be well-constructed or **information is difficult to follow**.  -Evidence, examples, and/or evidence do not necessarily tie to the topic sentence or thesis. |
| **Citing Sources, MLA Format, & Works Cited Page** | -Sources for paraphrased and/or quoted information are cited in MLA format **perfectly**. **\*Quote integration is perfect.**  -Essay and Works Cited page is **perfectly formatted** in MLA format. | Sources for paraphrased and/or quoted information are cited in MLA format with very **minor errors.**  **\*Quote integration is perfect.**  - Essay and/or Works Cited page has **minor** MLA formatting errors. | | All sources are documented for paraphrased or quoted information, but **may have some minor errors with correct formatting. \*May have minor quote integration errors.  -** Essay and/or Works Cited page has **some** MLA formatting errors. | **Missing** in-text citations **and/or attempted** documentation of sources, but **sources** are **not in the correct format. \*May have floating quotes present.**  Essay and/or Works Cited page has **many** MLA formatting errors. | In-text documentation for sources is **missing.**  **\*May have floating quotes present.**  -Neither the essay and/or Works Cited page is formatted correctly in MLA format. |
| **Writing Conventions & Vocabulary** | **-Free of** grammatical, spelling, or punctuation errors.  -**Strong** vocabulary and effective word choice. | **Free of most** grammatical, spelling, or punctuation errors (fewer than 5 forgivable errors).  -**Attempts to use** stronger vocabulary. | | **Some** grammatical, spelling, or punctuation errors.  -**Grade appropriate** vocabulary, but writer could strengthen his/her word choices. | **Many** grammatical spelling, or punctuation errors **or simple errors that have been reviewed** in class many times.  -**Basic, repetitive word choice** or writer sometimes misuses words. | **Frequent** grammatical, spelling, or punctuation errors that are very distracting.  -**Weak, repetitive word choice** and/or misused words. |

\*Note: Essays may receive lower than a 60% at the discretion of the teacher.\*Essay is more than 4 pages = 5 point deduction \*Essay is less than 2 pages = 5 point deduction

\*Essay does not have a minimum of three quotes used throughout the body paragraphs= 5 point deduction  
\*Missing paragraphs result in a 10 point deduction for each paragraph. \*Missing Check-off List/Rubric -2