

	Masterful (25-21 points)	Skilled (20-16 points)	Able (15-10 points)	Developing (9-5 points)	Novice (1-4 points)	Inadequate (0 points)
<u>Introduction/Conclusion</u> <i>Does the introduction include a focused thesis and identify main points that will be developed in the essay? Does the essay include a conclusion that brings the parts of the essay together and provides closure?</i>	Engaging and full development of a clear thesis; clearly lays out main points that are developed in essay. Conclusion logically links the themes of the essay.	Competent and well-developed thesis that represents sound and adequate understanding of topic; addresses main points. Conclusion demonstrates links in a logical chain.	Mostly intelligible ideas; thesis too broad and does not point clearly to the body of the essay. The conclusion repeats the major points of the essay but may not tie them to a coherent theme.	Simplistic and unfocused ideas; little or no sense of purpose or control of thesis. The introduction makes claims that are not addressed in the essay; the conclusion repeats those unproven claims.	Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the topic; thesis is missing or not discernable. The conclusion is short and disconnected from the essay.	Shows confusion about the topic, lack of focus. Does not address main points that will be addressed in essay. No conclusion at all or simply an end statement.
<u>Ideas and Advocacy</u> <i>Does the author use analytical and writing tools to persuade the reader? Do the authors present original ideas rather than merely presenting long block quotations from source material? Consider the cumulative force and effect of the narrative.</i>	The essay advances the topic to a new level of analysis. The paper is a work of scholarship rather than a report. The logical flow of the narrative is persuasive and unique.	The essay presents a defensible and logical position — the source material effectively supports the conclusions.	Solid advocacy in most areas of the paper. The authors lean a bit too much on source material to support their conclusions.	Dependence on source material is excessive. The paper reads more like a report than a work of scholarship. Elements of good analysis are present if perhaps under-developed.	Reads like a report on the topic without any attempt to draw original conclusions. The essay may be on the right track, but the work lacks analytical independence.	Original prose is little more than connecting statements between quotations. Little if any original thinking.
<u>Research and Evidence</u> <i>Do the authors use credible, reliable statistics, data and/or expert testimony to support arguments? Do the authors include a variety of sources, rather than a limited review of the topic area? Do the authors appropriately give other writers credit for their work using MLA citation format?</i>	The authors deeply engage the topic and adeptly use a variety of expert evidence to reach unique conclusions. All sources are correctly cited using MLA format.	Ideas supported sufficiently; support is sound, valid, and logical. MLA format is followed accurately.	Main points and ideas are only indirectly supported; support isn't sufficient or specific. MLA citations are attempted, but some are missing or inaccurately formatted.	Insufficient, nonspecific, and/or irrelevant support. Many citations are missing or incorrectly formatted.	Lack of support for main points, frequent and illogical generalizations without support. Citations are almost wholly missing or there is no attempt to use MLA format.	Clear absence of support for main points. No works cited page.
<u>Writing and Organization</u> <i>Consider writing style, organization, and sentence construction. Does the writing flow logically with effective transitions? Does the writer use an effective voice that engages the reader?</i>	Organization is sequential; paragraphs are well-developed and appropriately divided; ideas are linked with smooth and effective transitions. Voice is masterful.	Writing is competent and organized. Voice is generally quite engaging.	Writing is good and the organization makes sense. While the form of the essay is predictable, it is also competently written. Essay may lack some connectivity to themes and transitions.	Acceptable writing style. The essay reflects effort but may also reflect limited experience. Paragraphs are nearly independent and the essay lacks consistent narrative theme.	Noticeable errors in basic writing skills in style and sentence construction. Significant lack of organization or appropriate transition between concepts.	Unacceptable errors in all areas. The essay reflects a less than serious effort. Entire parts of the essay may be missing.
<u>Vocabulary and Writing Conventions</u> <i>Consider vocabulary and writing conventions: grammar, usage, and punctuation. Does the author use carefully considered vocabulary? Proper capitalization, spelling and use of punctuation?</i>	Exceptional vocabulary range, accuracy, and correct and effective word usage. No significant errors in writing conventions.	Good vocabulary range and accuracy of usage. Few errors in writing conventions.	Ordinary vocabulary range, mostly accurate. Some errors in writing conventions.	Errors of diction, usage, and writing conventions are somewhat frequent, but do not substantially interfere with readability.	Contains many errors of word use, punctuation, spelling, and/or capitalization; errors interfere with meaning.	Frequent errors in word use, spelling, capitalization, and punctuation; errors severely interfere with meaning.