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|  | You Rocked It  5-6 Points | You Seem to Know What You’re Doing  3-4 Points | “Doubtful”  2 Points | “This Essay Was Due Today?”  0-1 Points |
| Thesis and Idea Development  (x6) | Effectively introduces the topic and main idea(s) to be examined with a clear and precise thesis  Uses appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas  Provides a strong concluding statement or section that logically follows from the ideas presented | Introduces the topic and main idea(s) to be examined, but thesis could be stronger with use of more precise vocabulary  Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear  Provides a concluding statement or section that follows from the ideas presented | Attempts to introduce a topic or main idea  Attempts to link ideas and concepts, but cohesion is inconsistent  Provides a weak concluding statement or section | May not introduce a topic or main idea, or the topic or main idea must be inferred  Struggles to link some ideas and concepts, but cohesion is weak throughout  Uses vague, ambiguous, inexact, or repetitive language  Provides a minimal or no concluding statement or section |
| Organization  (x3) | Uses an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions  Transitions are smooth and effective | Has an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear | Ineffectively organizes ideas, concepts, and information | May be too brief to demonstrate an organizational structure, or no structure is evident  And/or the essay has an element of contrast |
| Quotes  (x4) | Thoroughly develops the topic with well-chosen, relevant, and concrete details; quotations; that are appropriate for the audience  Each body paragraph has a relevant quote from *Doubt* and *The Crucible*  Quotes are well integrated using more than “he said” embedding | Each paragraph still has relevant information from *Doubt* and *The Crucible* but the relevance is not significantly analyzed  Quotes are integrated, but could be done better | Develops topic, sometimes unevenly, with little relevant information  Quotes are used, but not analyzed  Either no integration is used with quotes, or the integration is consistently weak. | Provides minimal information to develop the topic, little or none of which is from sources |
| MLA Format  (x1) | The essay properly documents evidence in MLA format and includes a Works Cited Page | The paper does have some documentation, but not all of it is according to MLA format. Includes a Works Cited Page. | There is some documentation but it is not in MLA format. Includes a Works Cited Page | There is no parenthetical documentation  Or  Missing a Works Cited Page |
| Grammar  (x1) | Essay includes up to 4 errors in grammar or spelling that distracts reader | Essay includes 6-8 errors in grammar or spelling that distracts reader | Essay includes 9-10 in grammar or spelling that distracts reader | Essay has over 10 errors in grammar or spelling that distracts reader |
| Use of Class Time/ Prewriting  (x1) | Student used class time wisely every day and completed the outline with quotes | The student used class time wisely, but there were 2 missing components in the outline | The student was reminded a couple times to stay on task and/or the outline has more than 2 missing components | The student was distracting during class/ did not use time wisely and/or the outline is extremely vague or missing completely |

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| Technical  (x1) |  | Both titles are italicized and authors are identified in the introduction | Both titles are not punctuated correctly or author’s name is not included in the introduction | One of the authors/ titles is missing in the introduction |

Total:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_