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| --- | --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 | Score |
| Requirements | All of the written  requirements (# of pages, bibliography) were met. | Did not meet # of pages (7-9) – has bibliography | Did not meet # of pages (5-6) – has bibliography | Did not meet # of pages (2-4) – has bibliography |  |
| Introduction  and Thesis  Statement | The introduction includes a hook and transitions to the thesis statement. The thesis statement clearly states the topic of the essay and smoothly outlines the main points to be discussed. | The introduction includes a hook, transitions to the thesis  statement, and is mostly effective. The thesis statement names the topic of the essay. | A hook is present though  not followed by important information.  The essay includes an attempt at an introduction  paragraph, though it is not smooth and may not include a complete thesis statement | A hook is missing or weak and important  information is absent.  There is an attempt at an introduction paragraph, but it is not developed and does not include a thesis  statement. |  |
| Body  Paragraph  Organization | Each of the body paragraphs  includes a creative and well written  topic sentence, well  constructed sentences with supporting details, and smooth transitions.  Incorporates information  from the documents in the  body of the text as well as  relevant outside information. Richly supports the theme or problem with relevant facts, examples, and details. | Each of the body paragraphs  includes a well-written topic sentence, sentences with  supporting details, and transitions. Incorporates  information from the  documents in the body of the text as well as relevant outside information. | Each of the body  paragraphs includes a  topic sentence and  supporting sentences,  but is not a smooth  read and often lacks  transitions. Incorporates relevant outside information. | Some or all of the body  paragraphs lack topic  sentences. The organization of some or all of the body  paragraphs make for a  difficult read because of  poor sentence structure  or lack of transitions.  Does not incorporate relevant outside information. |  |
| Research | The paragraphs include all of the necessary points that support the position statement. The ideas are  presented in a balanced and coherent way. | The paragraphs include most of the necessary points that support the position statement. | The paragraphs  include few of the  necessary points that  support the position  statement. | The paragraphs include  few to none of the  necessary points that  support the position  statement. |  |
| Conclusion | The conclusion is strong and leaves the reader solidly understanding the writer's position. The conclusion has an effective restatement of the thesis statement. The essay is completely summed up | The conclusion is  recognizable and fairly smooth to read. The author's position is restated. The essay is summed up. | The conclusion is recognizable. The  author's position is  restated within the closing paragraph.  The essay is summed  up. | The thesis is not restated  or is found in the same  wording as the introduction. The essay is not summed up. |  |
| Conventions | Author makes virtually no  Errors (1-2) in grammar, spelling or  punctuation that distract the reader from the content. | Author makes few (3-10) errors in  grammar, spelling or  punctuation that distract the reader from the content. | Author makes some (11-20) errors in grammar,  spelling or punctuation that distract the reader  from the content. | Author makes  excessive errors (>20) in  grammar, spelling or  punctuation that distract  the reader from the content |  |
| Research | All sources are accurately  documented (website name, URL, date). |  | Sources are not  accurately documented. |  |  |