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|  | **4 – Excellent** | **3 – Very Good**  | **2 – Satisfactory**  | **1 – Unsatisfactory** |
| **Introduction –** Hook | Introduces the subject being discussed creating a sense of context and importance that builds up to the thesis statement, which includes a STRONG hook that effectively captures the reader’s attention | Introduces the subject being discussed creating a sense of context and importance that builds up to the thesis statement, which includes a SUFFICEINT hook that captures the reader’s attention | Introduces the subject being discussed that builds up to the thesis statement, which includes an INADEQUATE hook that somewhat captures the reader’s attention | Does NOT adequately introduce the topic and has an incomplete hook or lacks a hook altogether |
| **Introduction –** Background Information | Provides DETAILED background information on the subject being discussed | Provides SUFFICIENT background information on the subject being discussed | Provides background information on the subject being discussed but may LACK detail | Provides background details that are a random collection of information, unclear, or not related to the topic |
| **Introduction –** Thesis Statement | Has a thesis statement that is in the form of a declarative sentence that clearly and concisely states the main point that the author is trying to make and establishes focus that clearly directs the body of the essay | Has a thesis statement that is in the form of a declarative sentence that makes a point but is a bit too broad and establishes the topic or stance that adequately directs the body of the essay | Has a thesis statement that is in the form of a declarative sentence but is vague and does not make a concrete point and contains an unfocused topic that lacks clear direction for the body of the essay | Has thesis statement that is NOT in the form of a declarative sentence and/or it inadequately identifies a topic or fails to establish the direction of the essay  |
| **Paragraphing** | Each body paragraph contains a clearly focused topic sentence that relates to the thesis of the essay. Details in the essay are concrete and specific, and they effectively and clearly present a well thought out argument. Well thought out claims and counterclaims are presented. Rebuttal paragraph refutes the opposing view  | Each paragraph contains a topic sentence that relates to the thesis statement. Some details in the essay are concrete and specific, and they present anargument. One or more claim is lacking support and the writer doesn’t clearly address the opposing side | Not all paragraphs have a clear topic statement that relates to the thesis statement. There are details, but they are either not concrete and specific, or there are not enough of them to adequately present an argument. Writing doesn’t address the opposing side, makes only a few claims | There are no apparent topic sentences in the paragraphs, and/or they do not relate to the thesis statement. Details are either wrong or lacking, or they are not related to the topic sentence or the argument. The essay FAILS to adequately present an argument |
| **Organization** | Logical progression of ideas with a clear structure that enhances the thesis. EXCELLENT transitions are used that are mature and graceful | Logical progression of ideas. SOME transitions are present throughout essay.  | Organization is somewhat clear. FEW transitions are present.  | No discernable organization.Transitions are NOT present. Connections between ideas seem confusing or incomplete, and this distracts the reader |
| **Tone and Expression** | Powerful diction; level of language appropriate for subject and audience; fluid and unique style; instances of powerful language (e.g. parallelism, sentence variety and modulation); exceptional control | Appropriate diction, emerging style; sufficient control. There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper | Insufficient variety in sentence length and type; questionable word choice; wordiness. There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd | Sentences lack fluidity, depth, modulation, and variety; no apparent style; inappropriate passive voice; uncontrolled slang, dialect, or cliché |
| **Audience and Purpose** | Writing is informative and valuable for the intended audience; effectively integrates rich and pertinent details and insights that engage readers in a transcendent understanding of the writer’s interpretation of the topic and the evidence that supports that perspective | Writing is mostly effective for the intended audience, but may contain lapses in providing insight or analysis of the topic; writing may provide details, but inconsistently integrate enough analysis; writing may include some weighty lines of explanation, sparse detail, or clumsy word choice that distract from the purpose of the essay; yet, overall writing demonstrates satisfactory audience awareness | Writing is for the intended audience, but contains various lapses in providing insight or analysis of the topic; writing may provide details, but does not integrate enough analysis; writing has weighty lines of explanation, sparse detail, or clumsy word choice that distract from the purpose of the essay; yet, overall writing demonstrates audience awareness | Writing lacks audience awareness; weak or sporadic in providing analysis of the image. |
| **Conventions** | Proper grammar and usage, correct spelling, correct punctuation, correctcapitalization, completesentences, and proper formatting of paper | Few errors of grammar and usage, mostly correct spelling, punctuation and capitalization, complete sentences, and mostly proper formatting of paper | Errors in grammar, usage, and spelling sometimes makeunderstanding difficult, some errors in punctuation andcapitalization, occasional sentence fragment or run-onsentence, and missing minorformatting requirements | Frequent errors in grammar, usage,spelling, capitalization andpunctuation make understandingdifficult or impossible, frequent use of sentence fragments or run-on sentences, and missing majorformatting requirements |
| **Conclusion –** Thesis Statement Restated, Summary, & Take Away | Restated thesis is profoundly thoughtful and precise, summarizes the supporting evidence in a concise, effective manner, and creates an original and profound take-away statement that leaves the reader satisfied and wanting more  | The restated thesis is sufficient showing some thoughtfulness, summarizes the supporting evidence in a sufficient manner where the author’s main ideas are recognizable. A final thought is included | The restated thesis is weak, restated word for word, or unclear, attempts to summarize the supporting evidence from the body paragraphs and thesis; however, some meaning is lost or new information is presented. Attempts to write a take-way statement | Neglects to restate the thesis, neglects to summarize the supporting evidence from the body paragraphs and thesis, and neglects to create a take-way statement that leaves the reader satisfied |