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|  | 4 | 3 | 2 | 1 |
| THESIS STATEMENT AND INTRODUCTION; CONCLUSION\_\_\_\_\_ /4 points | Thesis statement answers the question completely and is easily identified. Intro provides clear and complete summary. Conclusion explains the argument and explains significance.  | Thesis is promising, but unclear. Intro give summary of evidence. Organization is somewhat weak. Conclusion re-states thesis but may not explain significance. | Thesis statement does not answer the question completely or is difficult to identify. Summary is lacking, organization is weak. Conclusion may not clearly re-state the thesis. | Has no identifiable thesis. Intro does not give summary. Conclusion fails to re-state thesis or is entirely absent. |
| ORGANIZATION AND STRUCTURE\_\_\_\_\_/4 points | The essay is well-organized. The purpose of each paragraph is clear, with strong topic sentences linked to thesis. The content of each paragraph is consistent and appropriate. Paragraphs are logically sequenced. | The essay is well-organized. The purpose of each paragraph is clear, but there may be weak topic sentences. Some content may be inconsistent or irrelevant, and the may be minor problems of logic and paragraph sequence. | The essay is not especially well-organized. The purpose of some paragraphs is unclear, and some have weak topic sentences. Some content may be inconsistent or irrelevant, and there may be problems of logic and paragraph sequence. | The essay is poorly organized. The purpose of some paragraphs is unclear and many have weak topic sentences. Content is inconsistent and/or irrelevant, and there are significant problems of logic and paragraph sequence. |
| EXAMPLES, EVIDENCE, CONTENT\_\_\_\_\_/4 points | Evidence in support of thesis is accurate, specific, relevant, and sufficient. Essay clearly explains *how* particular examples support thesis statement. | Evidence in support of thesis is accurate, specific, relevant, and sufficient. Essay may not always clearly explain *how* particular examples support thesis. | Evidence in support of thesis is not entirely accurate, or may be insufficient or irrelevant. Explanations of how examples support thesis may be weak or absent. | Evidence in support of thesis is inaccurate, insufficient, or irrelevant. |
| LOGIC AND ARGUMENTATION\_\_\_\_\_/ 4 points | All ideas flow logically; the argument is identifiable, reasonable, and sound. | Argument is clear and usually flows logically and makes sense. | Logic may often fail, or the argument may often be unclear. | Too incoherent to determine. |
| WRITING MECHANICS AND STYLE\_\_\_\_\_/4 points | Language is clear and powerful, there are no significant errors of spelling, grammar or usage. The essay may show a distinctive and elegant writing style. | The essay contains only occasional errors of spelling, grammar, and usage. The language is clear, but the writing may not be especially powerful or elegant. | The essay suffers from errors of spelling, grammar, and/or usage. The language is occasionally unclear. | The essay suffers from significant errors of spelling, grammar, and usage. The language is unclear, and poor writing makes it difficult to ascertain the author’s meaning. |
| MLA FORMAT\_\_\_\_\_/ 2 points |  |  | Essay is in MLA format. Times New Roman 12 pt. font, double spaced, 1” margins, header intact. | Essay is typed, but not in complete MLA format. Header is incomplete or missing |
| WORKS CITED PAGE\_\_\_\_\_/ 2 points |  |  | A Works Cited page is included. | A Works Cited page is missing or incomplete. |
| TOTAL\_\_\_\_\_\_/ 24 points |  |  |  |  |