

Skill	A	B	C/D	D/F
<b>IDEAS/EVIDENCE</b>	<b>Thesis/Claim/Response</b> A statement of your argument; the essay's "main idea"	An exceptional thesis/claim that responds to the assignment	A somewhat effective thesis/claim that somewhat responds to the assignment	No thesis/claim, one that does not make sense, or one that does not respond to the assignment
<b>Supporting Ideas/Evidence</b> Ideas and evidence that support your thesis/claim, including appropriate set-ups for secondary sources	Exceptional supporting ideas/evidence that make logical sense	Effective supporting ideas/evidence that make logical sense	Supporting ideas/evidence, which somewhat make sense	Either very few or no supporting ideas/evidence or ideas/evidence which do not make sense
<b>Analysis of Supporting Ideas/Evidence</b> Logical connection of ideas/ evidence to your thesis/claim	Exceptional explanations that connect the ideas/evidence to the thesis/claim	Effective explanations that connect the ideas/evidence to the thesis/claim	Somewhat effective explanations that connect the ideas/evidence to the thesis/claim	Ineffective or no connection of ideas/evidence to the thesis/claim
<b>Introduction</b> A preview of the essay body that includes a thesis/claim and gives its context	An exceptional introduction that includes a thesis/claim, its context and a preview of the essay body	An effective introduction that includes a thesis/claim, its context and a preview of the essay body	A somewhat effective introduction that includes a thesis/claim, its context and a preview of the essay body	No introduction, or an introduction without a thesis/claim, context or preview of the essay body
<b>Body Paragraphs and Transitions</b> Organization at the paragraph level; each paragraph has a clear topic sentence stating its main idea and supporting sentences. Connections from one paragraph to another and within paragraphs.	Paragraphs with exceptional topic sentences, supporting sentences and concluding sentences  Exceptional transitions between and within paragraphs	Paragraphs with effective topic sentences, supporting sentences and concluding sentences  Effective transitions between and within paragraphs	Paragraphs with somewhat effective topic sentences, supporting sentences and concluding sentences  Somewhat effective transitions between and within paragraphs	Paragraphs with ineffective or no topic sentences, supporting sentences or concluding sentences  Ineffective or no transitions between or within paragraphs
<b>Conclusion</b> A fresh restatement of thesis/claim and a thoughtful ending to the essay	An exceptional conclusion	An effective conclusion	A somewhat effective or off-topic conclusion	Ineffective or no conclusion
<b>Style</b> Vocabulary, sentence structure and variety used to establish a unique writer's voice	Exceptionally advanced and complex vocabulary, frequently varied sentence structure and length	Effectively advanced and complex vocabulary, occasionally varied sentence structure and length	A mostly accurate vocabulary, some varied sentence structure and length	Inaccurate vocabulary; rarely varied sentence structure and length
<b>Tone</b> An appropriate use of language that shows an awareness of audience, purpose and occasion	A tone that shows an exceptional awareness of audience, purpose and occasion	A tone that shows an effective awareness of audience, purpose and occasion	A tone that shows a somewhat effective awareness of audience, purpose and occasion	A tone that shows ineffective or no awareness of audience, purpose and occasion
<b>Grammar &amp; Usage</b> No unintended run-ons or fragments, correct subject-verb & pronoun-antecedent agreement, correct tense, correct punctuation, capitalization and spelling.	Exceptional control of grammar and writing conventions with no errors	Effective control of grammar and writing conventions, with few errors that do not prevent understanding	Somewhat effective control of grammar and writing conventions, with occasional errors that limit understanding	A lack of control of grammar and writing conventions, with frequent errors that prevent understanding
<b>Formatting</b> 12-point font, correct margins and spacing and other assignment-specific directions	Correct formatting	Mostly correct formatting	Somewhat correct formatting	Incorrect formatting
<b>LANGUAGE</b>				
<b>MECHANICS</b>				

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