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| --- | --- | --- | --- | --- |
|  | **Exemplary**  **100%** | **Proficient**  **86%** | **Emerging**  **73%** | **Not Yet Demonstrated**  **60%** |
| **INTRODUCTION / THESIS**  *Background/History Defining the Problem Thesis Statement*  **10 points**  **\_\_\_\_\_\_\_\_\_\_** | Well-developed introduction engages the reader and creates interest. Contains detailed background information and a clear explanation of the problem. Thesis clearly states a significant and compelling position.  **10 pts.** | Introduction creates interest and contains background information. Thesis clearly states a problem and the writer’s position is evident.  **8 pts.** | Introduction adequately explains the background of the problem, but may lack clarity.  Thesis states a problem, but writer’s position may not be evident.  **5 pts.** | Background details are a random collection of information, are unclear, and may be loosely related to the topic. Thesis/position is vague or not stated.  **2 pts.** |
| **PERSUASIVE POINTS** *Body Paragraphs Refutation Conclusion*  **10 points**  **\_\_\_\_\_\_\_\_\_\_** | Well-developed persuasive points directly support the writer’s thesis / position. Supporting examples are concrete and detailed. Commentary is logical and well-thought-out. Refutation acknowledges opposing viewpoints clearly and skillfully.  Conclusion re-visits the thesis in a new way and applies the writer’s position universally.  **10 pts.** | Most persuasive points are related to the thesis, but one may lack sufficient support or deviates from thesis. Refutation acknowledges opposing viewpoint(s) with some logic and clarity. Conclusion summarizes thesis and key points with some “fresh” commentary present.  **8 pts.** | More than one persuasive point lacks sufficient details and support. Writer attempts to address one or more opposing arguments, but the writer may not refute the opposition clearly or adequately. Conclusion mirrors introduction too closely, with little or no new commentary on the writer’s thesis / position.  **5 pts.** | Most persuasive points are poorly developed.  Refutation is missing or vague.  Commentary is not present .Conclusion does not re-visit the thesis or summarize key argumentative point(s).  **2 pts.** |
| **ORGANIZATION** *Structure Transitions*  **10 points**  **\_\_\_\_\_\_\_\_\_\_** | **1.5 pages, 1.5 spacing**  **12pt default or arial font.** Logical progression of ideas with a clear structure that enhances the thesis.  Transitions are smooth and provide coherence between and among ideas.  **10 pts.** | Logical progression of ideas.  Transitions are present throughout essay and provide adequate coherence between and among ideas.  **7 pts.** | Organization is clear. Transitions are present, but may not lend to coherence between and among ideas.  **5 pts.** | No discernable organization.  Transitions are not present.  **2 pts.** |
| **STYLE & CONVENTIONS** *Syntax (sentence variety & “flow”) Diction (word choice)*  *Tone Spelling, punctuation, & capitalization*  **10 points**  **\_\_\_\_\_\_\_\_\_\_** | Writing is smooth, skillful, and coherent.  Sentences are strong and expressive with varied structure. Diction is consistent and words are well-chosen.  The tone is highly consistent with writer’s position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are accurate with few or no errors.  **10 pts.** | Writing is clear and sentences have some varied structure.  Diction is appropriate.  Tone is generally consistent with writer’s position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are generally accurate, with some errors.  **8 pts.** | Writing is clear, but sentences may lack variety.  Diction is sometimes inconsistent and/or inappropriate at various points in essay. Tone may be inconsistent with writer’s position / thesis. Several errors in punctuation, spelling, & capitalization.  **5 pts.** | Writing is confusing and hard to follow.  Contains fragments and/or run-on sentences. Diction is inappropriate and inconsistent throughout essay. Tone of piece is highly inconsistent with writer’s position / thesis. Many errors in punctuation, spelling, & capitalization distract reader.  **2 pts.** |

**Prewriting and Peer Review = 10 points**

**Final Grade \_\_\_\_\_\_\_\_\_\_\_ /50**