

Essay number: \_\_\_\_\_

Total points: \_\_\_\_\_

Points

|                     | 1  |
|---------------------|--|
| Followed Guidelines | Student states prompt and stays within length. |

|       | 1  | 2  | 3  | 4   |
|-------|--|--|--|---|
| Topic | Student responds to <b>some</b> or <b>no</b> parts of the prompt, conveying <b>little</b> or <b>no</b> understanding of the topic. | Student responds to <b>most</b> of the prompt, conveying <b>some</b> understanding of the topic. | Student responds to the <b>entire</b> prompt, conveying an understanding of the topic. | Student <b>skillfully</b> responds to the <b>entire</b> prompt, conveying a <b>strong</b> understanding of the topic. |

|              | 1   | 2  | 3  | 4   | 5   | 6  |
|--------------|---|--|--|---|---|--|
| Organization | Student <b>does not</b> organize the essay into logical paragraphs or sections. | Student <b>attempts</b> to organize the essay into logical paragraphs or sections that may contain some unrelated information.<br><br>Student does not structure the essay with an introduction, body, and conclusion. | Student <b>attempts</b> to organize the essay into logical paragraphs or sections that may contain some unrelated information.<br><br>Student <b>attempts</b> to structure the essay with an introduction, body, and conclusion. | Student <b>organizes</b> the essay into logical paragraphs or sections.<br><br>Student structures the essay with an introduction, body, and conclusion.<br><br>Student uses <b>simple</b> transitions to link the <b>sentences</b> within paragraphs. | Student organizes the essay into <b>logical</b> paragraphs or sections that contain <b>related</b> information.<br><br>Student structures the essay with a <b>thesis</b> in the introduction, a body, and a concluding paragraph.<br><br>Student uses transitions to link <b>sentences</b> within paragraphs and also the <b>sections</b> of the essay. | Student organizes the essay into <b>logical</b> paragraphs or sections that contain <b>related</b> information.<br><br>Student structures the essay with a <b>strong</b> thesis in the introduction, a body that includes <b>relevant</b> details and <b>analysis</b> , and an <b>analytical</b> conclusion.<br><br>Student uses a <b>variety</b> of transitions to link thoughts and ideas <b>throughout</b> the essay. |

|                                     | 1  | 2  | 3  | 4  | 5   | 6   |
|-------------------------------------|--|--|--|--|---|---|
| Original thinking relative to topic | No details or support relative to the prompt.<br><br><br><br><br><br><br><br><br><br>No documentation. | Ideas are <b>somewhat</b> relevant to the prompt, but <b>minimal</b> or illogical.<br><br>Student <b>does not or rarely</b> develops the topic with related facts, definitions, examples, concrete details, quotations, and/or other information, providing no analysis.<br><br>There is little documentaion and/or it is incomplete or incorrect. | Ideas are <b>partially</b> relevant to the prompt with minor errors. Treatment of topic is predictable and superficial.<br><br>Student <b>attempts</b> to support the topic with a few related facts, definitions, examples, concrete details, quotations, and/or other information with little attempt at analysis.<br><br>There is little documentaion and/or it is incomplete or incorrect. | Ideas are <b>mostly</b> relevant to the prompt without errors. Student has a <b>somewhat imaginative</b> approach to the topic.<br><br>Student <b>attempts</b> to support the topic with relative facts, definitions, examples, concrete details, quotations, and/or other information, <b>attempting</b> some analysis.<br><br>There is some documentaion but it is incomplete. | Ideas are <b>relevant</b> to the prompt. Student has an <b>imaginative approach</b> to the topic.<br><br>Student supports the thesis with related facts, definitions, examples, concrete details, quotations, and/or other information, providing an <b>analysis</b> of the same.<br><br>Documentaion is mostly complete and correct. | Ideas are <b>fully relevant</b> to the prompt. Student has an <b>imaginative approach</b> to the topic.<br><br>Student <b>skillfully</b> supports the thesis with significant related facts, definitions, examples, concrete details, quotations, and/or other information, providing an analysis of the same.<br><br>Documentaion is complete and correct. |

|   | 1   | 2   | 3   |
|---|---|---|---|
| Grammar, usage, spelling, punctuation, capitalization, literary style | There are <b>multiple</b> errors that seriously interfere with understanding.<br><br>Lacks use of literary technique. | There are <b>some</b> errors, but they do not compromise the clarity of the paper.<br><br>Sentence structure is somewhat varied, word choice is somewhat limited. | There are <b>few</b> or no errors.<br><br>Sentence structure is varied. Word choice enhances presentation of ideas. |