**Essay Title: Mode of Writing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **IDEAS AND CONTENT / Thesis** | The thesis is strong and well organized; contains the appropriate vocabulary and outlines the specific topics to be discussed. | Thesis is strong, but lacks appropriate vocabulary and/or needs to be specific regarding the topics to be discussed. | The thesis is weak. It doesn’t contain the appropriate vocabulary and/or lacks mention of topics to be discussed. It needs to be more specific. | There is no clear thesis or it does not address the prompt/ assignment. |
| **ORGANIZATON** | Each paragraph begins with a strong topic sentence which supports the thesis. Paragraphs contain transitions which demonstrate logical relationship between ideas. Paragraphs present evidence that follow a logical flow of ideas. | Some topic sentences are not strong and/or are not related to thesis. The transitions do not show relationship between/among ideas. Logical flow is interrupted. | Most topic sentences are not strong and/or are not related to thesis. Some transitions are missing or used incorrectly making the relationship between/among ideas unclear, illogical or absent. Logical flow is interrupted. | Paragraphs lack topic sentences. There is an absence of transitions. There is no logical flow of the ideas in the paper. |
| **IDEAS AND CONTENT / Support and Analysis** | Strong, original ideas that demonstrate engagement and critical analysis with the material. Evidence contains relevant details that help illustrate the point and clearly support the thesis. Logic is sound, original and insightful. | Ideas are clear and attempt to analyze the material. Evidence is relevant but a key portion is unsupported. Logic is sound but not original or insightful. | Ideas are somewhat clear and most/some evidence is relevant but several key portions are left unsupported. Logic is faulty and/or presents some fallacies. | Ideas are unclear and evidence is irrelevant. No attempt at analysis is made. There is no logic behind the assertions. |
| **IDEAS ON CONTENT / Conclusion** | Conclusion is strong; leaves the reader understanding the purpose of the essay offering an insightful universal truth. | Conclusion does not make the purpose of the essay clear; attempts to offer a universal truth but lacks insight. | Conclusion does not bring closure to the ideas presented. | There is no conclusion or is unrelated to the topic. |
| **SENTENCE FLUENCY AND CONVENTIONS / Mechanics** | Essay employs a variety of well constructed sentences appropriate to purpose. No distracting errors in grammar and/or spelling. | Essay employs some sentence variety; most sentences are well constructed. Some distracting errors in grammar and/or spelling. | Most sentences are well constructed but lack variety. Many distracting errors in grammar and/or spelling. | Sentences present awkward word patters affecting reading and understanding. Errors in grammar and spelling are very distracting. |
| **WORD CHOICE / Diction** | Words are carefully chosen to convey specific meaning. Language is colorful and adds to the tone of the paper. | Words are appropriate to convey meaning. Language adds to the tone of the paper. | Some interesting words, however, predictable and limited vocabulary. | Poor word choice and/or inappropriate use of words. |
| **MLA Format** | Proper formatting techniques in heading, citations and body. | Proper formatting is used in some parts of the paper. | Many mistakes in formatting and/or elements are missing. | Did not follow any MLA format guidelines. |

**Total \_\_\_\_/ 28**