

TOTAL: 6	Meets Standard: 6-5.5	Meets Standard: 5	Approaches Standard: 4.5	Insufficient Evidence: 3.5-0	LAFS
Thesis ____pts	<ul style="list-style-type: none"> Clearly & creatively articulated argument Defines & carries the argument throughout 	<ul style="list-style-type: none"> Clearly articulated argument Carries the argument throughout 	<ul style="list-style-type: none"> Attempts to articulate argument Sometimes carries the argument through the paper 	<ul style="list-style-type: none"> Argument not clear or relevant Does not carry the argument throughout the paper 	RL.1.2: Analyze theme develop't. RL.1.3: Analyze complex character develop't. RL.2.5: Analyze effects created by structure/plot (e.g.: tension, surprise)
TOTAL: 10	Exceeds Standard: 10	Meets Standards: 8	Approaches Standards: 7-6	Insufficient Evidence: 5 - 0	LAFS
Introduction ____pts	<ul style="list-style-type: none"> Creative hook that introduces thesis & relates to larger context of work. Gives sufficient & pointed background info relevant to topic 	<ul style="list-style-type: none"> Hook introduces the thesis Gives background info relevant to the topic 	<ul style="list-style-type: none"> Attempts to use a hook may be irrelevant or inaccurate Insufficient background info; some irrelevant info 	<ul style="list-style-type: none"> No hook No background information; completely irrelevant info 	RL.1.2: Write concise, objective summaries. W.1.2.a, d, e: Introduce topic, organize ideas; use domain-specific vocabulary; establish formal style.
TOTAL: 20	Exceeds Standard: 20-18	Meets Standards: 17-15	Approaches Standards: 14-13	Insufficient Evidence: 12-0	LAFS
Body/Evidence ____pts	<i>All Body Paragraphs Include:</i> <ul style="list-style-type: none"> Topic sentence clearly states main idea of the paragraph Appropriate/accurate context for all evidence. Thorough commentary for all evidence to clearly establish its relation to topic sentence & thesis. 	<i>All Body Paragraphs Include:</i> <ul style="list-style-type: none"> Topic sentence states main idea of paragraph Accurate context for all evidence. Consistent commentary for all evidence to establish its relation to topic sentence & thesis. 	<i>All Body Paragraphs Include:</i> <ul style="list-style-type: none"> Topic sentence does not fully capture main idea of paragraph Mostly accurate/consistent context. Mostly developed commentary that generally relates evidence to thesis 	<i>All Body Paragraphs Include:</i> <ul style="list-style-type: none"> Topic sentences not used; unrelated to thesis. Inaccurate context; no context for evidence. Ideas/details/evidence do not support thesis; no commentary. Inaccurate use of evidence 	W.3.9: Draw relevant information from texts to support analysis/reflection. W.1.1-2: Develop arguments; introduce topics & develop them with relevant support; create cohesion; use transitions; RL.1.1: Cite strong textual evidence to support analysis (thesis, interpretations or conclusions).
TOTAL: 10	Exceeds Standard: 10	Meets Standards: 8	Approaches Standards: 7-6	Insufficient Evidence: 5 - 0	LAFS
Conclusion ____pts	<ul style="list-style-type: none"> Restates the thesis in interesting way Strongly unifies the ideas in the paper Leaves strong impact on reader by answering the question, "So what?" 	<ul style="list-style-type: none"> Restates thesis Unifies ideas in the paper Leaves impact on reader 	<ul style="list-style-type: none"> Attempts to revisit thesis Partially unifies ideas in paper Attempts to leave impact on reader 	<ul style="list-style-type: none"> Does not revisit thesis Does not unify ideas in paper Does not leave impact on reader 	W-1.2.f: Provides closure, leaving reader with something to think about
TOTAL: 8	Exceeds Standard: 10	Meets Standards: 8	Approaches Standards: 7-6	Insufficient Evidence: 5 - 0	LAFS
Structure/Organization ____pts	<ul style="list-style-type: none"> Clearly maintained organization and focus throughout paper. Effective transitions used between points and paragraphs to establish clear flow of ideas. Argument/ideas presented in a clear and logical sequence 	<ul style="list-style-type: none"> Consistently maintained organization and focus throughout paper. Transitions used between points/ paragraphs to establish flow of ideas. Argument/ideas presented in logical sequence. 	<ul style="list-style-type: none"> Partially maintained organization and focus. Paper sometimes uses transitions between points & paragraphs Argument is sometimes presented logically 	<ul style="list-style-type: none"> Not organized; ideas out of order presented in thesis. Off-topic or irrelevant ideas. No use of transitions No logical presentation of argument 	W-2.4: Recognizes organizational structures within paragraphs or within texts W-1.2.c: Using transitional words or phrases appropriate to text structure
TOTAL: 8	Exceeds Standard: 8	Meets Standard: 7-6	Approaches Standard: 5	Insufficient Evidence: 2-0	LAFS
Mechanics/Grammar ____pts	<ul style="list-style-type: none"> Completely accurate use of grammar Variety in sentence structure No spelling errors Extensive variety in word selection 	<ul style="list-style-type: none"> Mostly accurate use of grammar Some variety in sentence structure; word choice. Few spelling errors 	<ul style="list-style-type: none"> Several grammatical errors Some spelling errors Some variety sentence structure; word selection 	<ul style="list-style-type: none"> Severe errors in grammar and/or spelling. No variety in sentence structure and/or word selection 	L.2.3: Uses varied sentence length & structure to enhance meaning. L.1.2: Command of capitalization, punctuation, spelling. L.1.1: Command of standard English usage of grammar
TOTAL: 8	Meets Standard: 8	Meets Standard: 7-6	Approaches Standard: 5	Insufficient Evidence: 4-0	LAFS
MLA Format ____pts	<ul style="list-style-type: none"> Always uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, & works cited) Sources properly cited in the body of the paper & on works cited page 	<ul style="list-style-type: none"> Consistently uses proper MLA format; some errors. Sources consistently cited in body of paper/works cited page. 	<ul style="list-style-type: none"> Uses MLA format; consistent errors. Sources inconsistently cited in body of paper/works cited page. 	<ul style="list-style-type: none"> Does not use MLA format; severe errors in usage. Sources are not cited in either the body or works cited pg. 	L.2.3.a: Using a style manual (MLA).