

Score	Development	Focus/Organization	Language	Mechanics/Conventions
100	<p>___ Well-chosen, relevant, and sufficient evidence from text: insightfully develops the topic.</p> <p>___ Explains the evidence using definitions, details, quotes, or other information from text.</p> <p>___ Clear, insightful understanding of topic.</p> <p>___ Extends concepts beyond text (“aha” moment).</p>	<p>___ Effective and relevant introduction: -Effectively introduced topic. -Last sentence of the introductory paragraph contains a clear, well-thought out argument or explanation of the essay’s purpose (thesis sentence).</p> <p>___ Has a clear beginning, middle, and ending (introduction, body, conclusion).</p> <p>___ Connects ideas among paragraphs</p>	<p>___ Vocabulary/Language appropriate to course and on grade level.</p> <p>___ Formal Tone (not “text” speech)</p>	<p>___ All sentences begin with a capital letter.</p> <p>___ All sentences contain end punctuation.</p> <p>___ All sentences are complete.</p> <p>___ All paragraphs are indented.</p>
90	<p>___ Relevant and sufficient evidence from the text.</p> <p>___ Adequately and accurately explains the evidence.</p> <p>___ Sufficient understanding of the topic.</p>	<p>___ Relevant introduction: Introduced topic. Last sentence of the introductory paragraph contains a generally well-thought out argument or explanation of the essay’s purpose (thesis sentence).</p> <p>___ Has a beginning, middle, and ending (introduction, body, conclusion).</p> <p>___ Some connecting of paragraph ideas.</p>	<p>___ Vocabulary/Language appropriate to course and mostly on grade level.</p> <p>___ Mostly Formal Tone.</p>	<p>___ Most sentences begin with a capital letter.</p> <p>___ Most sentences contain end punctuation.</p> <p>___ Most sentences are complete.</p> <p>___ Most paragraphs are indented.</p>
80	<p>___ Mostly relevant, but insufficient evidence from text: some evidence maybe inaccurate or repetitive.</p> <p>___ Explains some evidence; may have some inaccuracy in explanation.</p> <p>___ Partial understanding of topic.</p>	<p>___ Limited introduction: -briefly introduces topic. -loosely states the essay’s purpose.</p> <p>___ Is missing either a beginning, middle, or end (introduction, body, conclusion).</p> <p>___ Little connection among paragraphs.</p>	<p>___ Vocabulary/Language not appropriate to course or not on grade level.</p> <p>___ Inconsistent Formal Tone utilized.</p>	<p>___ Some sentences begin with a capital letter.</p> <p>___ Some sentences contain end punctuation.</p> <p>___ Some sentences are complete.</p> <p>___ Some paragraphs are indented.</p>
70	<p>___ Sometimes relevant, and insufficient evidence from text: some evidence maybe inaccurate or repetitive.</p> <p>___ Explains little evidence; contains inaccuracy in explanation.</p> <p>___ Little to no understanding of topic.</p>	<p>___ No or irrelevant introduction.</p> <p>___ Little to no organization; difficult to identify or find beginning, middle or end.</p> <p>___ No connection among paragraphs.</p>	<p>___ Little to no class specific vocabulary/language and not on grade level.</p> <p>___ Completely casual tone.</p>	<p>___ Few, if any, sentences begin with a capital letter.</p> <p>___ Few, if any, sentences contain end punctuation.</p> <p>___ Few, if any, sentences are complete.</p> <p>___ Few, if any, paragraphs are indented.</p>

Strengths:

Area to strengthen:

