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|  | **Advanced** **(Exceeds) = 5**  | **Proficient****(Meets) = 4**  | **Partially Proficient (Approaching) = 3**  | **Unsatisfactory****(Does Not Meet) = 2 - 1** |
| **Ideas & Organization** | *Introduction* | * Opening effectively establishes/articulates research and [necessary background information](http://www.library.dmu.ac.uk/Support/Heat/index.php?page=485) to introduce [topic](http://writingcenter.unc.edu/handouts/introductions/).
* Opening skillfully uses a [hook](https://www.georgebrown.ca/uploadedFiles/TLC/_documents/Hooks%20and%20Attention%20Grabbers.pdf) that invites reading.
* Purpose is clearly established in a specific, [well-written thesis statement.](https://web.cn.edu/kwheeler/enthymeme_checklist.html)
 | * Opening is clear and establishes research that is focused on a specific topic.
* Opening includes a hook that is relevant to the topic.
* Opening presents the research question.
 | * Opening is present, but may not clearly establish research that is focused on a specific topic.
* Opening includes a hook that is irrelevant, generic, or unsuccessful in inviting reading.
* Thesis is vague, confusing, or unclear.
 | * Lacks a clear opening; research or topic is unclear and/or confusing.
* Opening includes a hook that confuses the reader or lacks a hook.
* Thesis is incomplete, generic, or missing.
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| *Development of Ideas* | * All main ideas state a position, which is complex, nuanced, or insightful.
* [Evidence is thorough, accurate and relevant; various types of evidence are skillfully used.](http://search.ebscohost.com/login.aspx?authtype=ip,uid&custid=lwoodhs)
* [Evidence is thoughtfully and logically analyzed; multiple perspectives are used to substantiate the argument.](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtZXRyb2VuZ2xpc2hzdG9rbGV5fGd4OjJkN2Q0YzNjZDAxN2EzNWE)
* [Research enhances the readers’ understanding of the topic.](http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page350377)
 | * Main ideas state a position on the thesis.
* Evidence is sufficient, accurate and most is relevant; more than one type is used (e.g., facts, statistics, expert opinions, examples).
* Evidence is logically analyzed & connected to the thesis.
* Research supports the readers’ understanding of the topic.
 | * Most main ideas for body paragraphs are present, but position on/relevance to the thesis may be unclear.
* Evidence is generally accurate, but may not always support the claim. Evidence types are limited.
* Evidence is not always logically analyzed, so connections to the thesis/main idea may be weak.
* Research does not necessarily support the reader’s understanding of the topic.
 | * Many main ideas for body paragraphs are largely missing, unclear, or confusing.
* Evidence is inaccurate or is not relevant to the claim/thesis.
* Little analysis of evidence is present.
* Research distracts reader, is irrelevant to topic, or is missing completely thus hindering the readers’ understanding of the topic.
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| *Development of Internal Structure* | * [Organizational pattern anticipates the expectations and possible uncertainty of the audience enhancing the readers’ understanding of the argument.](https://depts.washington.edu/owrc/Handouts/How%20to%20Structure%20and%20Organize%20Your%20Paper.pdf)
* [Transitional techniques link major sections of the argument and create a cohesive text.](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtZXRyb2VuZ2xpc2hzdG9rbGV5fGd4OjUxMDdhYzZhNWM3ZGE3MA)
 | * Organizational pattern supports the readers’ understanding of the argument.
* Transitional techniques link sections of the argument.
 | * Organizational pattern interferes with the readers’ understanding of the argument.
* Transitional techniques are incomplete and/or inaccurately used throughout the argument.
 | * Organizational pattern impedes the readers’ understanding of the argument.
* Transitions are not purposefully used.
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| *Closure* | * [Concluding section articulates and strengthens the significance of the research focus, enticing the readers to ponder additional implications for the research findings.](http://www.library.dmu.ac.uk/Support/Heat/index.php?page=485)
 | * Concluding section articulates the significance of the research focus.
 | * Concluding section restates the opening without articulating the significance of the research focus.
 | * Concluding section is not connected to the research focus or introduces ideas that are contradictory.
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| **Craft & Style** | *Word Choice and Tone* | * Domain-specific language is used to enhance the readers’ understanding of the selected research focus.
* [Specific and carefully selected language enhances the readers’ ability to see, hear, and imagine the argument.](http://www.library.dmu.ac.uk/Support/Heat/index.php?page=488)
* [Embedded in-text citations communicate needed information and are varied to enhance the presentation of source details](https://www.easybib.com/guides/citation-guides/mla-format/how-to-cite-a-parenthetical-citations-mla/); [citations and works cited follow the MLA format.](https://owl.english.purdue.edu/owl/resource/747/2/)
 | * Domain-specific language is used to support the readers’ understanding of the selected research focus.
* Specific and carefully selected language supports the readers’ ability to see, hear, and imagine the argument.
* In-text citations communicate needed information and are used to document sources; works cited and citations follow the MLA format.
 | * Domain-specific language of the research focus is used imprecisely.
* Language is often too vague or occasionally interferes with the readers’ ability to see, hear, and imagine the argument.
* In-text citations are used to document sources, but works cited or in text citation formatting is inconsistent, lacks needed information, or doesn’t adhere to MLA format.
 | * Domain-specific language of the research focus is used inaccurately.
* Inaccuracy of language impedes the readers’ ability to see, hear, and imagine the argument.
* In-text and works cited are insufficient or misused.
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| *Sentence Fluency/Syntax* | * [Sentence structures and variety create a rhythm and flow that supports the writer’s intention.](https://owl.english.purdue.edu/owl/resource/573/01/)
* Sentences are intentionally varied, strong, correct, and complete for stylistic effect and to enhance meaning and tone.
 | * Sentence structures and variety establishes a rhythm that supports the writer’s intention.
* Sentences are varied, strong, correct, complete, and support meaning and tone.
 | * Sentence structures lack a rhythm and hinder the writer’s intention.
* Most sentences make sense and are complete but are limited in variety.
 | * Sentence structures impede the development of the writer’s intention.
* Sentences are unclear or incomplete and confuse meaning and tone.
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| **Conventions** | *Conventions* | * [Errors, if present, are minimal. Little or no editing needed.](https://www.paperrater.com/)
 | * Minor errors are present but do not distract the audience. Some editing is needed.
 | * Errors are present and distract the audience. Editing needed.
 | * Errors are present and distract the audience. Considerable editing is needed.
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| **Process** | *Process* | * [Final product proves I paid careful attention to editing & proofreading.](https://www.paperrater.com/)
* [Paper, works cited, heading, in-text citations, etc. reflect perfect MLA format (12pt font, 1 inch margins, page numbers, double-space, etc.)](https://owl.english.purdue.edu/owl/resource/747/01/)
* [Turned in on time.](https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=clock&*)
 | * Final product proves I paid attention to editing and proofreading.
* Paper, works cited, heading, in-text citations, etc. reflect almost perfect MLA format (12pt font, 1 inch margins, page numbers, double-space, etc.)
* Turned in on time
 | * Final product contains typos because I didn’t proofread or edit.
* Paper, works cited, heading, in-text citations, etc. reflect incorrect MLA format (12pt font, 1 inch margins, page numbers, double-space, etc.)
* Turned in late.
 | * Final product contains many typos because I didn’t proofread or edit.
* Paper, works cited, heading, in-text citations, etc. do not reflect MLA format (12pt font, 1 inch margins, page numbers, double-space, etc.)
* Turned in late.
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