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| --- | --- | --- | --- | --- | --- | --- |
|  | **Exceeds Standard** | | **Meets Standard** | **Approaches Standard** | | **Needs Significant Improvement** |
| **Organization**  **/10** | | Well organized & clearly focused, demonstrating clear coherence and smooth progression of ideas  Engaging introduction & conclusion | Generally organized & focused, showing coherence of ideas  Effective introduction & conclusion | | Limited in its organization, and demonstrates lapses in coherence  Introduction and/or conclusion present but ineffective (summary) | Poorly organized, and has serious problems with coherence  Introduction and/or conclusion not present |
| **Concession**  **/10** | | Concession presents strong evidence against essay’s central argument, effectively and respectfully acknowledging these points.  Rebuttals effectively and directly refute selected evidence & introduce issues central to the essay. | Concession contains evidence against essay’s central argument, respectfully acknowledging the other side.  Rebuttals directly refute evidence but may not introduce topics discussed later. | | Concession contains evidence against essay’s argument, acknowledging other side, but slips into dismissive or condescending tone.  Rebuttals do not directly refute chosen evidence. | Concession is absent or not clearly identified. |
| **Quality & Use of  Evidence**  **/20** | | Clearly appropriate, compelling evidence supports the thesis  Quotes are fluidly integrated throughout analysis  Varied sources are woven together throughout all body paragraphs | Adequate, convincing evidence supports the thesis  Quotes are integrated throughout analysis  Varied sources are used, and synthesized in most paragraphs | | General or less convincing evidence, or some is out of context.  Quotes integrated inconsistently  Minimum sources are used, but rarely synthesized | Evidence doesn’t support  thesis, is consistently out of context, or absent  Quotes are not integrated  Minimum number of sources are not used, or no synthesis is present |
| **Quality of Analysis &**  **Persuasive Impact**  **/25** | | Body thesis & concluding sentences effectively reinforce thesis  Analysis is insightful, and explains how evidence supports thesis and reflects a complex understanding of the sources  Argument is clearly linked to IHS with persuasive insights. | Body thesis & concluding  sentences relate to thesis  Analysis explains how evidence supports thesis using specifics and reflects an adequate understanding of the sources  Argument mentions IHS, but it  minimally helps the argument. | | Body thesis & concluding sentences are present  Analysis is too general, or some analysis is summary and/or reflects little understanding of sources, or misinterprets some sources  Argument mentions IHS, but this does not add to the argument. | Body thesis & concluding sentences are absent or unrelated to thesis  Analysis does not support the thesis or does not fit the evidence, and/or is all summary and/or misinterprets most sources.  Argument does not mention IHS. |
| **Conventions & Style**  **/15** | | Free of most errors in grammar, usage & mechanics  Exhibits skillful use of language with varied, precise diction,  varied syntax, and appropriate, formal tone  Transitions are seamless | Generally free of errors in  grammar, usage & mechanics  Exhibits adequate use of language with generally appropriate diction, varied syntax and appropriate tone  Transitions used appropriately | | Has multiple errors in  grammar, usage & mechanics  At times, presents incorrect or awkward diction, mechanical/re-petitive syntax and/or inappropriate (informal or aggressive) tone  Transitions are awkward/repetitive | Errors in grammar, usage & mechanics interfere with understanding  Presents incorrect language choices that distract reader or tone is overly combative, aggressive or informal.  Transitions absent |

**Name Period**

**ESSAY TOTAL:**  /80 **Minimum Requirements:** \_\_\_MLA Layout \_\_\_ In-text Citations \_\_\_ Works Cited