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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 ideasEffective introduction & conclusion  | Limited in its organization, and demonstrates lapses in coherenceIntroduction and/or conclusion present but ineffective (summary) | Poorly organized, and has serious problems with coherenceIntroduction 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 thesisQuotes are fluidly integrated throughout analysisVaried sources are woven together throughout all body paragraphs | Adequate, convincing evidence supports the thesisQuotes 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 inconsistentlyMinimum sources are used, but rarely synthesized | Evidence doesn’t support thesis, is consistently out of context, or absentQuotes are not integratedMinimum number of sources are not used, or no synthesis is present  |
| **Quality of Analysis &****Persuasive Impact****/25** | Body thesis & concluding sentences effectively reinforce thesisAnalysis 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 thesisAnalysis explains how evidence supports thesis using specifics and reflects an adequate understanding of the sourcesArgument mentions IHS, but it minimally helps the argument. | Body thesis & concluding sentences are presentAnalysis is too general, or some analysis is summary and/or reflects little understanding of sources, or misinterprets some sourcesArgument mentions IHS, but this does not add to the argument. | Body thesis & concluding sentences are absent or unrelated to thesisAnalysis 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 toneTransitions are seamless  | Generally free of errors in grammar, usage & mechanicsExhibits adequate use of language with generally appropriate diction, varied syntax and appropriate toneTransitions used appropriately  | Has multiple errors in grammar, usage & mechanicsAt times, presents incorrect or awkward diction, mechanical/re-petitive syntax and/or inappropriate (informal or aggressive) toneTransitions are awkward/repetitive | Errors in grammar, usage & mechanics interfere with understandingPresents 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