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|  | **Excellent: 4 points (A)** | **Good: 3 points (B)** | **Fair: 2 points (C)** | **Poor: 1 point (D)** | **Extremely Poor or Nonexistent: 0 points (F)** |
| **Introduction** | Hook is **sophisticated** and **engaging**.  Theme is **clearly stated**.  **Excellent** flow between hook and thesis. | Hook is **engaging**.  Theme is **present**.  **Good** flow between hook and thesis. | Hook is **present**.  Theme is **implied**.  Connection between hook and thesis is **choppy**. | May be **missing the hook or thesis** statement, but main idea of essay **can be figured out**. **NO bridge** between hook and thesis or rest of introduction. | **No introduction** present.  Main idea of essay **cannot be discerned**. |
| **Body Paragraph #1** | Topic sentence uses **sophisticated** & appropriate **transition**. Topic of paragraph (event) is made **clear**. Relevant evidence and explanation show **logical** connection of event back to the thesis. Concluding sentence **smoothly** ties together the paragraph. | Topic sentence uses **appropriate** transition. Topic of paragraph (event) is made **fairly clear**. Appropriate evidence and explanation **show** connection of event back to the thesis. Concluding sentence **ties** together the paragraph. | Topic sentence uses **elementary transition**. Topic of paragraph (event) is stated in an **awkward**, confusing way. Evidence and explanation **attempt** to show connection of event back to the thesis. Concluding sentence **attempts** to tie together the paragraph. | Topic sentence uses **inappropriate** transition. Topic of paragraph (event) is **not made clear**. Either **evidence OR explanation** used to connection of event back to the thesis. Concluding sentence **fails** to tie together the paragraph. | Topic sentence uses **no transition**. Seems to be **no topic**  (event) f**ocused** on in the paragraph. **No evidence** used to and **faulty explanation** attempting to show connection of event back to the thesis. **Missing** concluding sentence. |
| **Body Paragraph #2** | Topic sentence uses **sophisticated** & appropriate **transition**. Topic of paragraph (event) is made **clear**. Relevant evidence and explanation show **logical** connection of event back to the thesis. Concluding sentence **smoothly** ties together the paragraph. | Topic sentence uses **appropriate** transition. Topic of paragraph (event) is made **fairly clear**. Appropriate evidence and explanation **show** connection of event back to the thesis. Concluding sentence **ties** together the paragraph. | Topic sentence uses **elementary transition**. Topic of paragraph (event) is stated in an **awkward**, confusing way. Evidence and explanation **attempt** to show connection of event back to the thesis. Concluding sentence **attempts** to tie together the paragraph. | Topic sentence uses **inappropriate** transition. Topic of paragraph (event) is **not made clear**. Either **evidence OR explanation** used to connection of event back to the thesis. Concluding sentence **fails** to tie together the paragraph. | Topic sentence uses **no transition**. Seems to be **no topic**  (event) f**ocused** on in the paragraph. **No evidence** used to and **faulty explanation** attempting to show connection of event back to the thesis. **Missing** concluding sentence. |
| **Body Paragraph #3** | Topic sentence uses **sophisticated** & appropriate **transition**. Topic of paragraph (event) is made **clear**. Relevant evidence and explanation show **logical** connection of event back to the thesis. Concluding sentence **smoothly** ties together the paragraph. | Topic sentence uses **appropriate** transition. Topic of paragraph (event) is made **fairly clear**. Appropriate evidence and explanation **show** connection of event back to the thesis. Concluding sentence **ties** together the paragraph. | Topic sentence uses **elementary transition**. Topic of paragraph (event) is stated in an **awkward**, confusing way. Evidence and explanation **attempt** to show connection of event back to the thesis. Concluding sentence **attempts** to tie together the paragraph. | Topic sentence uses **inappropriate** transition. Topic of paragraph (event) is **not made clear**. Either **evidence OR explanation** used to connection of event back to the thesis. Concluding sentence **fails** to tie together the paragraph. | Topic sentence uses **no transition**. Seems to be **no topic**  (event) f**ocused** on in the paragraph. **No evidence** used to and **faulty explanation** attempting to show connection of event back to the thesis. **Missing** concluding sentence. |
| **Concluding Paragraph** | **Smoothly** reconnects to hook **without copying** the hook word-for-word.  **Logically** reminds the reader of the theme. Leaves the reader with a **sophisticated** final thought on the thesis. | **Reconnects** to hook with **some copying** the hook word-for-word.  **Reminds** the reader of the theme.  Leaves the reader with a **logical** final thought on the thesis. | Reconnects to hook by **copying** the hook word-for-word.  **Attempts to** remind the reader of the theme. Leaves the reader with a **final thought** on the thesis. | **Fails to** reconnect to hook.  Reader is left with **no mention of the theme**. No final thought on the thesis. | **Introduces** a new thought or topic.  **No concluding paragraph.** |
| **Coherence and Cohesion** | Writing is **well-connected** (**sophisticated** transitions) and **logically** flows from one idea to the next.  Ideas are **well-supported** throughout the essay.  Reader **never** feels confused or lost. | Writing is **connected** (**appropriate** transitions) and **logically** flows from one idea to the next.  Ideas are **fairly** well-supported throughout the essay.  Reader **rarely** feels confused or lost due to awkward wording. | Writing is **connected** (**transitions** used) and **flows** from one idea to the next.  Ideas are supported throughout the essay.  Reader **may** feel confused or lost **several times** due to awkward wording. | Writing is attempts to be **connected** (some transitions) but **may not flow** from one idea to the next clearly.  Ideas are **not** well-supported throughout the essay.  Reader **struggles** to follow thought process. | **No transitions** to connect thoughts/ideas.  Ideas are very difficult to follow due to **lack of organization and focus**. |
| **Mechanics, Usage, Grammar** | **Complete sentences:** *NO* sentence fragments or run-on sentences.  **Proper punctuation**: end marks, commas, and apostrophes (no more than *1 error*)  **Spelling**: 1-2 errors  **Specific nouns and vivid verbs**: *NO* confusion as to who/what is being written about/referred to AND *sophisticated* verbs used  *Good* **variety** of sentence structures/beginnings | **Complete sentences:** *NO* sentence fragments; *1-2* run-on sentences.  **Proper punctuation**: end marks, commas, and apostrophes (*2-3 errors*)  **Spelling**: 3-4 errors  **Specific nouns and vivid verbs**: *Rarely* confusion as to who/what is being written about/referred to AND *appropriate* vivid verbs used  *Some***variety** of sentence structures/beginnings | **Complete sentences:** *No more than 1* sentence fragment; *3-4* run-on sentences.  **Proper punctuation**: end marks, commas, and apostrophes (*4-5 errors*)  **Spelling**: 5-6 errors  **Specific nouns and vivid verbs**: *Some* confusion as to who/what is being written about/referred to AND *appropriate* vivid verbs used  *Attempted***variety** of sentence structures/beginnings | **Complete sentences:**  *2-3* sentence fragment; *5-6* run-on sentences.  **Proper punctuation**: end marks, commas, and apostrophes (*6-7 errors*)  **Spelling**: 7-8 errors  **Specific nouns and vivid verbs**: *General* confusion as to who/what is being written about/referred to AND vivid verbs rarely used  *Very little***variety** of sentence structures/beginnings | Amount of incomplete sentences, punctuation errors, spelling errors, and word usage makes the writing difficult to follow. |

**TOTAL \_\_\_\_\_\_\_**