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| --- | --- | --- | --- | --- |
|  | **Proficient with Distinction – 14** | **Proficient – 11** | **Partially Proficient – 8** | **Significantly less than Proficient – 5 - 0**  |
| **Thesis**\_\_\_\_\_\_pts | * Is a clearly & creatively articulated argument
* It defines & carries the argument throughout
 | * Is a clearly articulated argument
* It carries the argument throughout
 | * Attempts to articulate argument
* Sometimes carries the argument through the paper
 | * Argument not clear or relevant
* Does not carry the argument throughout the paper
 |
| **Intro-duction**\_\_\_\_\_\_pts | * Has a creative hook that introduces the thesis & demonstrates strong research
* Gives sufficient & pointed background info relevant to the topic
 | * Has a hook that introduces the thesis
* Gives background info relevant to the topic
 | * Attempts to use a hook but it may be irrelevant or inaccurate
* Not enough background info or some irrelevant info
 | * No hook
* No background information or completely irrelevant info
 |
| **Body/****Evidence**\_\_\_\_\_\_pts | *All Body Paragraphs Include:** Topic sentence clearly states main idea of the paragraph
* Ideas/details/evidence clearly support thesis
* Creative & accurate use of all evidence
 | *All Body Paragraphs Include:* * Topic sentence states main idea of paragraph
* Ideas/details/evidence support thesis
* Accurate use of all evidence
 | *All Body Paragraphs Include:** Topic sentence does not fully capture main idea of paragraph
* Ideas/details/evidence do not always support thesis
* Mostly accurate use of evidence
 | *All Body Paragraphs Include:** Topic sentences not used
* Ideas/details/evidence do not support thesis
* Inaccurate use of evidence
 |
| **Conclu-sion**\_\_\_\_\_\_pts | * Restates the thesis in interesting way
* Strongly unifies the ideas in the paper
* Leaves a strong impact on the reader by answering the question, “So what?”
 | * Restates the thesis
* Unifies the ideas in the paper
* Leaves an impact on the reader
 | * Attempts to revisit thesis
* Partially unifies ideas in paper
* Attempts to leave an impact on the reader
 | * Does not revisit the thesis
* Does not unify ideas in paper
* Does not leave any kind of impact on reader
 |
| **Structure**\_\_\_\_\_\_pts | * Paper is organized according to the “triangle paper organization” method
* Papers flows, using transitions between points and paragraphs
* Presents argument in a clear and logical sequence
 | * Paper is organized according to the “triangle paper organization” method
* Paper uses transitions between points & paragraphs
* Presents argument in a logical sequence
 | * Some of the paper is organized according to the “triangle paper organization” method
* Paper sometimes uses transitions between points & paragraphs
* Argument is sometimes presented logically
 | * Paper is not organized according to the “triangle paper organization” method
* No use of transitions
* No logical presentation of argument
 |
| **Content Teacher Category**\_\_\_\_\_\_pts | * Has answered all questions using varied and rich language using art vocabulary appropriately.
* Cites peer and instructor review and responds professionally
* Creates an objective for his/her self that is attainable but a challenge for the future
 | * Has answered all of the questions using art vocabulary appropriately.
* Cites peer and instructor review and responds without bias
* Creates an objective for his/her self that is attainable for the future
 | * Has answered most of the questions.
* Cites peer and instructor review but does not respond or responds inappropriately
* Creates an objective for his/her self that is either unattainable or under par for the future
 | * Has neglected to answer most of the questions.
* Does not cite peer and instructor review
* Does not create an objective
 |
|  | **Exceeds Standard – 8** | **Meets Standard – 6** | **Approaches Standard – 4** | **Insufficient Evidence – 2-0** |
| **Mechanics**\_\_\_\_\_\_pts | * Completely accurate use of grammar
* Variety in sentence structure
* No spelling errors
* Extensive variety in word selection
 | * Mostly accurate use of grammar
* Some variety in sentence structure
* Limited spelling errors
* Variety in word selection
 | * Several grammatical errors
* Little variety in sentence structure
* Some spelling errors
* Some variety in word selection
 | * Too many grammatical errors
* No variety in sentence structure
* Too many spelling errors
* No variety in word selection
 |
|  | **Meets Standard****8** | **Insufficient Evidence****6 – 0** |
| **MLA Format**\_\_\_\_\_\_pts | * Paper always uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, & works cited)
* All sources are properly cited both in the body of the paper and on the works cited page
 | * Paper does not use proper MLA format
* Sources are not properly cited in the body of the paper and on the works cited page
 |

**\_\_\_\_\_\_\_\_\_/100%**