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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%**