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| --- | --- | --- | --- | --- | --- |
| **Description** | **Excellent- 5** | **Above Average -4** | **Average -3** | **Below Average -2** | **Incomplete -1/0** |
| Organization\_\_\_\_\_/ 10 | * Uses transitions and similar phrases are not repeated
* Paragraph overall flows perfectly and there is no chance for the reader to get lost
* No grammatical mistakes - flawless!
* Student uses correct MLA format from the handout
 | * Uses transitions
* Paragraph flows and reader does not get too lost
* Some grammatical mistakes (1-2)
* MLA format is used but missing some
 | * Student uses transitions but some are repeated
* There is some fluency but student could do more to make sure details are incorporated
* 3-5 grammatical mistakes
* Format is sloppy
 | * Same transitions are repeated
* Paragraph is hard to follow between the lack of details, fluency, and grammatical mistakes
* No MLA format
 | * No paragraph is turned it
* Does not meet the most basic requirements
* Overall hard to read
 |
| Textual Evidence & Details\_\_\_\_/ 20 | * Textual evidence has a seamless transition and fits perfectly with details
* Student uses proper MLA parenthetical citation
* Quote chosen really supports the student’s overall idea of how the character changed
* Details extenuate the turning point in the story and how it directly relates to the chosen character
 | * Textual evidence is present but could use some more support and introduction
* Details are included to help explain TE
* Student uses appropriate details for the turning point but could use more with correlating to the character’s changes
 | * TE is used but lacking introduction
* Could use more details to help support
* Turning point is mentioned but could use some more explaining
* Correlation between character’s changes and the turning point needs to be stronger – depends on the reader to make the connection
 | * TE is used but does not fit
* Lacks in supporting details for both the character and the TE
* Reader is left making inferences that should already be connected by the reader
* Overall hard to connect and follow
 | * No TE is included
* No details
* Extremely hard to understand
 |
| Main Idea/ Topic Sentence\_\_\_\_/ 10 | * Student clearly states the main idea of their writing in the opening part
* Opens up with a topic sentence that engages the reader
 | * Student clearly states the main idea and topic sentence is present
 | * The main idea is stated but the topic sentence is weak – could do more to introduce the paragraph and engage the reader
 | * Main idea is extremely lacking and hard to grasp
* No topic sentence or attempted topic sentence is lacking
 | * No main idea or opening
* Student opens with “I think…”
 |
| Conclusion\_\_\_\_/10 | * The last sentence successfully wraps-up their paragraph
* Does not leave the reader confused or needing to ask questions
* Successfully restates the main idea but not overstating too much
 | * Conclusion is present but could do a better job wrapping up the paragraph
* Leaves the reader with no questions or confusion
 | * Conclusion is present but leaves the reader asking questions and a little confused
* Could do a better job making the connections wrapping up the overall paragraph
 | * Concluding sentence is lacking and leaves the reader confused, practically no concluding sentence
 | * No ending to the paragraph
* Leaves reader completely lost
 |

 / 100