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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 |

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