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| --- | --- | --- | --- | --- |
| **Criteria** | **4 - Exceeds** | **3 - Meets** | **2 - Developing** | **1 - Insufficient** |
| *Claim/Topic* | The response focuses on a topic to inform a reader with ideas, concepts, and information or presents a claim that takes a position **and connects to outside texts or issues** while providing and refuting counterclaims. | The response **focuses on a topic** to inform a reader with ideas, concepts, and information or **presents a claim** that takes an arguable position and **provides and refutes counterclaims.**  | The response has an **unclear** topic or **unarguable** claim or **does not refute counterclaims.**  | The response **did not provide** a topic or claim or counterclaim. |
| *Evidence* | The response provides relevant facts, definitions, concrete details, text evidence, quotations, and examples **from outside, credible sources** that develop and explainthe topic or claim.  | The response provides **relevant** facts, definitions, concrete details, text evidence, quotations, and examples **that develop and explain** the topic or claim. | The response provides **irrelevant or unsupportive** facts, definitions, concrete details, text evidence, quotations, and examples that **do not develop and explain** the topic or claim. | The response **did not provide** facts, details, or text evidence to support their topic or claim.  |
| *Analysis / Explanation* | The response explainsthe relationships between the topic/claim and the evidence and/or facts **using extended metaphors and analogies** or provides **extensive** evidence and relevant reasoning to support the topic or claim. | The response **explains** the relationships between the topic/claim and the evidence and/or facts or **provides sufficient evidence and relevant reasoning** to support the topic or claim. | The response **provides little explanation** on relationships between the topic/claim and the evidence and/or facts or **provides insufficient evidence and/or irrelevant reasoning** to support the topic or claim. | The response **does not explain** the relationships between topics/claims and evidence, or **does not provide** reasoning to support the topic or claim.  |
| *Organization* | The response has a structure and organization (transitions, context, etc.) carefully constructed to support the claim. The conclusion effectively strengthens the topic or claim and **extends and applies the idea to a wide audience.** | The response **has a structure and organization** **(transitions, context, etc.)** carefully constructed to support the claim. The **conclusion effectively strengthens** the topic or claim. | The response is **missing elements of structure and organization** (transitions, context, etc.)**.** The conclusion **merely restates** the topic or claim.  | The response **lacks a structure and/or a conclusion.**  |
| *Conventions* | The response uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.) **with no errors**. | The response uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.) **with minimal errors** in comparison to the length of the response  | The response has **many errors** in standard English conventions of usage, and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.) in comparison to the length of the response.  | The response has **consistent inaccuracies** in standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.). |
| *Language and Style* | The text presents an engaging, formal, and objective tone. The text uses **college-level** language**, cross-curricular** vocabulary, variedsentence structure and **precise** phrasing.  | The text **presents** an engaging, formal, and objective tone. The text uses **sophisticated** language**, content-specific** vocabulary, **varied** sentence structure and **clear** phrasing.  | The text illustrates **a limited awareness** of an engaging, formal, and objective tone. The text uses **straightforward** language, **general** vocabulary, **a limited variety of** sentence structures and **inconsistent** phrasing.  | The text illustrates **a lack of awareness** of an engaging, formal, or objective tone. The text uses **simple** language, **basic** vocabulary, **consistently simple** sentence structure and **unclear** phrasing.  |

**Scoring Guide**

24= 100%

23= 99%

22= 97%

21=95%

20=93%

19=89%

18=87%

17=85%

16=83%

15=79%

14=77%

13=75%

12=73%

11=70%

10=67%

9=65%

8=63%

7=60%

6=57%

***What does the criteria mean for this project?***

1. *Claim/Topic:* This refers to how well you **focus** on your **thesis statement, how well-developed your thesis statement is,** and if you cover **all aspects of the prompt.**
2. *Evidence:* This refers to whether you **used and cited pieces of text evidence from the a novel or other work we are studying** in supporting your thesis statement and main ideas.
3. *Analysis/Explanation:*  This refers to how well you **analyze and explain** your text evidence to **support** your thesis statement and main ideas.
4. *Organization:*  This refers to organization **of the entire paper and each paragraph**. The essay should follow the outline given in the instructions and each paragraph should be organized according to writing standards (MEL-CON, introductions, transitions, context, etc.).
5. *Conventions:* This refers to your **grammar**, **spelling**, and use of **MLA formatting**.
6. *Language and Style:* This refers to **how well you write** the essay. Formal language, key vocabulary, varied sentence structure, and clear phrasing all fit in this criterion.