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|  | **4 Advanced** | **3 Proficient** | **2 Partially Proficient** | **1 Unsatisfactory** |
| **Introduction** | Introduction effectively hooks and sustains reader’s attention | Introduction hooks reader’s attention | Introduction is flat, bland, and does not attract reader’s attention | Introduction is nonexistent |
| **Thesis** | Thesis is profound | Thesis is clear. | Thesis is unclear or confusing. | Thesis is nonexistent. |
| **Use of research** | Shows clearly that the student read and understood the source text(s) that inform the student’s writing. Summarizes key points or issues in the source text and then critically analyzes and synthesizes those ideas with the student’s own ideas.  Extends the ideas of the source text in interesting ways. | Shows clearly that the student read and understood the source text(s) that inform the student’s writing. Summarizes key points or issues in the source text and then critically analyzes and synthesizes those ideas with the student’s own ideas. | Shows some evidence that the student read and understood the source text(s) that inform the student’s writing.  Summarizes some key points or issues in the source text then critically analyzes or synthesizes some of those ideas with the student’s own ideas. | Shows little to no evidence that the student read and understood the source text(s); the text does not inform the student’s writing.  OR  It is unclear whether the student actually used research at all |
| **Support** | Develops ideas in depth; quotations clearly support the thesis and warrants are argumentatively sound | Develops ideas adequately; quotations support the thesis and warrants are argumentatively acceptable | Develops ideas inadequately; quotations do not always support the thesis and warrants are unclear | Does not develop ideas; quotations are nonexistent; warrants are nonexistent or nonsensical. |
| **Conclusion** | Conclusion ties back into the thesis and introduction and answers the question, So What? | Conclusion ties back into the thesis and the introduction. | Conclusion does not tie back into the thesis and introduction OR introduces new information not addressed throughout the rest of the essay. | Conclusion is nonexistent. |
| **Conventions and Word Choice** | Work is mostly error-free, and those errors do not impede readability | Work has occasional errors that do not impede readability | Work has frequent errors that occasionally impede readability | Work has frequent errors that make the essay impossible to understand |
| **MLA Formatting** | Essay is formatted correctly including headers, citations, works cited page, paragraph indents, double spacing, size 12 Times New Roman font, and 1 inch margins. | Essay contains 1-2 formatting errors. | Essay contains 3-5 formatting errors. | Essay contains 6 or more formatting errors. |

**Comments: Rubric: \_\_\_/28 Grade: \_\_\_\_/150**