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| |  | | --- | | **9/11 Essay**  Teacher Name: **Freshman Forum**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **5 - Above Standards** | **4 - Meets Standards** | **3 - Approaching Standards** | **2 - Below Standards** | **0 - Did Not Attempt** |
| **Introduction (Organization)** | The introduction gains the reader\'s attention, is inviting, states the main topic, and previews the structure of the essay. | The introduction clearly states the main topic and previews the essay, but may not gain the reader\'s attention or be particularly inviting. | The introduction states the main topic, but does not adequately preview the structure of the essay nor is it particularly inviting to the reader. | There is an attepmt at an introduction, but it does not clearly state the topic or preview the structure of the essay. | There is clearly no introduction, the essay just begins. |
| **Thesis Statement (Organization)** | The thesis statement names the topic of the essay and outlines the main points to be discussed. | The thesis statement names the topic of the essay. | The thesis statement outlines some or all of the main points to be discussed but does not name the topic. | The thesis statement does not name the topic AND does not preview what will be discussed. | There is no attempt to write a thesis statement. |
| **Sequencing and Transitions (Organization)** | Details are placed in a logical order and transitions are used to clearly show how ideas are connected so that the essay effectively keeps the interest of the reader. | Details are placed in a logical order and transitions are used, but the order in which details are placed may make the writing less interesting or the transitions may lack variety. | Some details are not in a logical order or expected order, and some of the transitions may work well while others distract the reader. | Many details are not in a logical or expected order and transitions between ideas are unclear or nonexistent. There is little sense that the writing is organized. | There is no sequencing and the writer does not use transistion words. The writing is choppy and nearly impossible to follow. |
| **Conclusion (Organization)** | The conclusion is strong and leaves the reader solidly understanding the writer\'s position. Effective restatement of the thesis begins the closing paragraph. | The conclusion is recognizable. The author\'s position or thesis is restated within the first two sentences of the closing paragraph. | The author\'s position is restated within the closing paragraph, but not near the beginning. | The author has made an attempt to conclude the essay but it does not contain a restatement of the writer\'s position. | There is no conclusion; the essay just ends. |
| **Support For Topic (Content)** | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the thesis. The writer anticipates the reader\'s concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes only 1 piece of evidence (facts, statistics, examples, real-life experiences). | Includes no evidence to support the thesis or focus of the essay. |
| **Focus on Topic (Content)** | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author\'s position. | Evidence and examples are NOT relevant AND/OR are not explained. | The writer makes no attempt to even include evidence or examples. |
| **Accuracy (Content)** | All supportive facts and statistics are reported accurately. | Almost all supportive facts and statistics are reported accurately. | Most supportive facts and statistics are reported accurately. | Most supportive facts and statistics were inaccurately reported. | Supportive Facts were not included. |
| **Sources (Content)** | All sources used for quotes, statistics and facts are credible and cited correctly. | All sources used for quotes, statistics and facts are credible and most are cited correctly. | Most sources used for quotes, statistics and facts are credible and cited correctly. | Many sources are suspect (not credible) AND/OR are not cited correctly. | No sources are used AND nothing is cited. |
| **Audience (Voice)** | Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader\'s questions and provides thorough answers appropriate for that audience. | Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience. | Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience. | It is not clear who the author is writing for. |  |
| **Adding Personality (Voice)** | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them \"his/her\" own. | The writer seems to be drawing on knowledge or experience, but there is som lack of ownership of the topic. | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seems to belong to someone else. | The author has clearly copied someone elses work. |
| **Sentence Structure (Sentence Fluency)** | All sentences are well-constructed with varied structure. | Most sentences are well-constructed and there is some varied sentence structure in the essay. | Most sentences are well constructed, but there is no variation is structure. | Most sentences are not well-constructed or varied. |  |
| **Flow and Rhythm (Sentence Fluency)** | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are esay-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |  |
| **Grammar and Spelling (Conventions)** | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. | Nearly every sentence contains multiple grammar and spelling errors which makes the essay nearly impossible to read and understand. |
| **Capitalization & Punctuation** | Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read. | Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read. | Author makes 3-4 errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow. | Author makes 5-10 errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow. | Author makes more than 10 errors in capitalization and/or punctionation that catch the reader\'s attention. |

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