

| | Argumentation/Content 25% | Use of Sources/Citation 25% | Organization 25% | Language/Revision 25% |
|---------------------------|--|--|--|--|
| A 90-100 | Argument/content clear, relevant and highly focused <ul style="list-style-type: none"> paper offers an excellent, critical analysis writer's position is strongly conveyed progression of ideas is very clear argument is fully supported and persuasive | Excellent use of sources <ul style="list-style-type: none"> sources highly appropriate, relevant, varied in viewpoint sources very well used with meaningful analysis which supports the argument all sources are accurately referenced Works Cited is correct | Excellent organization <ul style="list-style-type: none"> introduction is engaging and clearly presents the topic, purpose, and thesis body paragraphs are well structured and clearly focused conclusion conveys a strong sense of closure and reiterates the thesis/stance paper has a high degree of unity including cohesion, coherence and transitioning throughout | Language/sentence patterns are varied, complex; few, minor errors <ul style="list-style-type: none"> academic/topic vocabulary and phrasing very well used complex sentences accurately used Revision <ul style="list-style-type: none"> shows significant improvement based on teacher feedback and self-revision |
| B 78-89 | Argument/content evident, mostly relevant and focused <ul style="list-style-type: none"> paper offers a good, critical analysis writer's position is well conveyed progression of ideas is usually clear argument is well supported and generally persuasive | Good use of sources <ul style="list-style-type: none"> sources mostly appropriate, relevant, varied in viewpoint sources well used with meaningful analysis which supports the argument most sources are accurately referenced Works Cited is mostly correct | Good organization <ul style="list-style-type: none"> introduction clearly presents the topic, purpose, and thesis body paragraphs are mostly well structured and focused conclusion conveys a sense of closure and reiterates the thesis/stance paper has a good degree of unity including cohesion, coherence and transitioning throughout | Language/sentence patterns are varied, complex; some minor errors <ul style="list-style-type: none"> academic/topic vocabulary and phrasing well used complex sentences mostly accurate Revision <ul style="list-style-type: none"> shows good improvement based on teacher feedback and self-revision |
| C 67-77 | Argument/content evident and mostly relevant, but unfocused at times <ul style="list-style-type: none"> paper offers some analysis; may be superficial/inadequate at times writer's position is evident progression of ideas is adequate argument may be unsupported/unpersuasive at times irrelevance/contradictions may occur | Adequate use of sources <ul style="list-style-type: none"> sources generally appropriate, relevant sources adequately used with some analysis which generally supports the argument some sources are accurately referenced Works Cited has some errors | Adequate organization <ul style="list-style-type: none"> introduction adequately presents the topic, purpose, and thesis body paragraphs are generally structured and focused but mechanical conclusion is mechanical but still provides some sense of closure and reiterates the thesis/stance paper has a degree of unity but has occasional problems with cohesion, coherence and/or transitioning | Language/sentence patterns are adequate; errors common but do not impede understanding <ul style="list-style-type: none"> academic/topic vocabulary adequately used complex sentences attempted but with errors and/or mostly basic structures used accurately Revision <ul style="list-style-type: none"> shows some improvement based on teacher feedback and self-revision |
| D 59-66 | Argument somewhat evident, but content is often irrelevant and based more on summary/description <ul style="list-style-type: none"> paper offers mostly superficial/inadequate analysis writer's position is barely evident progression of ideas is unclear argument is unsupported and unpersuasive frequent irrelevance/contradictions | Poor use of sources <ul style="list-style-type: none"> sources often inappropriate/irrelevant sources not well used/overused/underused with little analysis not all sources are referenced and/or references are incomplete or inaccurate Works Cited has frequent errors | Poor organization <ul style="list-style-type: none"> introduction has difficulty presenting the topic, purpose, and/or thesis body paragraphs often lack structure and/or focus conclusion is mechanical and has difficulty reflecting the thesis/stance paper has frequent problems with cohesion, coherence and/or transitioning | Language/sentence patterns are inadequate; errors impede understanding at times <ul style="list-style-type: none"> academic/topic vocabulary and phrasing inappropriately used and/or generally lacking complex sentences not used/basic structures with some errors Revision <ul style="list-style-type: none"> shows little improvement based on teacher feedback and self-revision |
| F 0-58 | Argument not evident/content irrelevant <ul style="list-style-type: none"> paper offers no real analysis/is completely superficial writer's position is not evident progression of ideas lacking no argument most ideas are irrelevant to the research question | Unacceptable use of sources <ul style="list-style-type: none"> sources inappropriate/ irrelevant sources very poorly used; little to no analysis serious referencing problems Works Cited has many errors or is absent number of sources used is below the minimum Plagiarism of <u>sources</u> is an issue | Paper lacks organization <ul style="list-style-type: none"> introduction has serious problems with presenting topic, purpose, and/or thesis body paragraphs lack structure and focus; no clear paragraphing conclusion unclear; does not reflect the thesis/stance paper lacks cohesion, coherence, transitioning | Language/sentence patterns are inadequate; errors consistently impede understanding <ul style="list-style-type: none"> academic/topic vocabulary and phrasing not used complex sentences not used/basic structures with serious errors Revision <ul style="list-style-type: none"> shows almost no/no improvement based on teacher feedback and self-revision |

* Students will receive 0% in cases where there is extensive plagiarism, or where it is clear that the paper is not their own.

** Paper content less than 1650 words will not be accepted (i.e. Course information & Works Cited, etc. should not be included in word count).