

DUE 1/25/13	NAME _____			BLOCK _____
INTRODUCTION ¶ (¶#1)	4	3	2	1
Hook		Good hook I'm eager to read on	Hook could be better.	Weak or none
Thesis		Good Thesis	Shaky thesis	Weak or none
Structure	Points for ¶1 _____	Hook is at beginning of ¶, Thesis at the end, 5+ sentences, no "I" statements	Missing one or more of these requirements	

BODY ¶1 (¶#2)	4	3	2	1
topic Sentence (TS)	Very strong & very clear connection to thesis (Language from Thesis is mirrored in TS)	Relationship to thesis is clear	Relationship to thesis can be made with some inferring on the part of the reader	Weak (not related to Thesis) or no clear TS
Evidence (quotes)	2-3 very strongly supporting evidence	2+ supporting evidence	1+ evidence that may not be supportive	No evidence
eXplanation of evidence	Explicit close analysis of evidence shows how author came to their interpretation	Analysis of evidence complete and gives reader idea of how author came to their interpretation	Brief and not detailed enough, interpretation is given with no analysis	Evidence is left to speak on it's own
whY is it significant?	It is clear why this piece of evidence and analysis supports the TS and how it supports thesis.	A clear connection to TS has been made and how it supports thesis	connection to TS is brief and not detailed enough / how it supports thesis has not been explained	Reader doesn't know why this quote has been included.
Structure	Points for ¶2 _____	TS opens ¶, quotes are reproduced, presented, and cited correctly (Author #) from the book.No "I" statements 5+ sentences	Missing one or more of these requirements	

BODY ¶2 (¶#3)	4	3	2	1
topic Sentence (TS)	Very strong & very clear connection to thesis (Language from Thesis is mirrored in TS)	Relationship to thesis is clear	Relationship to thesis can be made with some inferring on the part of the reader	Weak (not related to Thesis) or no clear TS
Evidence (quotes)	2-3 very strongly supporting evidence	2+ supporting evidence	1+ evidence that may not be supportive	No evidence
eXplanation of evidence	Explicit close analysis of evidence shows how author came to their interpretation	Analysis of evidence complete and gives reader idea of how author came to their interpretation	Brief and not detailed enough, interpretation is given with no analysis	Evidence is left to speak on it's own
whY is it significant?	It is clear why this piece of evidence and analysis supports the TS and how it supports thesis.	A clear connection to TS has been made and how it supports thesis	connection to TS is brief and not detailed enough / how it supports thesis has not been explained	Reader doesn't know why this quote has been included.
Structure	Points for ¶3 _____	TS opens ¶, quotes are reproduced, presented, and cited correctly (Author #) from the book.No "I" statements 5+ sentences	Missing one or more of these requirements	

BODY ¶3 (¶#4)				
	4	3	2	1
topic Sentence (TS)	Very strong & very clear connection to thesis (Language from Thesis is mirrored in TS)	Relationship to thesis is clear	Relationship to thesis can be made with some inferring on the part of the reader	Weak (not related to Thesis) or no clear TS
Evidence (quotes)	2-3 very strongly supporting evidence	2+ supporting evidence	1+ evidence that may not be supportive	No evidence
eXplanation of evidence	Explicit close analysis of evidence shows how author came to their interpretation	Analysis of evidence complete and gives reader idea of how author came to their interpretation	Brief and not detailed enough, interpretation is given with no analysis	Evidence is left to speak on it's own
whY is it significant?	It is clear why this piece of evidence and analysis supports the TS and how it supports thesis.	A clear connection to TS has been made and how it supports thesis	Connection to TS is brief and not detailed enough / how it supports thesis has not been explained	Reader doesn't know why this quote has been included.
Structure	Points for ¶4 _____	TS opens ¶, quotes are reproduced, presented, and cited correctly (Author #) from the book.No "I" statements 5+ sentences	Missing one or more of these requirements	
CONCLUSION ¶ (¶#5)				
		3	2	1
Thesis		Thesis is restated in a different way	Thesis is the same, word for word, as in the intro	Not present or Different thesis
Structure	Points for ¶5 _____	Thesis is first sentence, last sentence refers back to the hook (wrapping everything up nicely), no "I" statements, 5+sentences	Missing one or more of the criteria	
GUM				
		3	2	1
Spelling		*There are no spelling errors	*There are a few spelling errors, but they do not impede the reader's understanding of the essay.	*There are several spelling errors.
Grammar and Usage	Points for GUM _____	The essay is virtually error-free in conventions, grammar, and usage.	*Contains few errors in conventions, grammar, and usage.	*Contains several errors in conventions, grammar, and usage.

TOTAL POINTS OUT OF 78: _____

A = 78-73	B = 72-68	C = 66-60	Under 60 points = INC
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