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|  | **EXEMPLARY** | **PROFICIENT** | **DEVELOPING** | **BEGINNING** |
| **ORGANIZATIONAL REQUIRMENTS** | All of the written requirements on the checklist page were met. | Most of the written requirements on the checklist page were met. | Some of the written requirements on the checklist page were met. | Few of the written requirements on the checklist page were met. |
| **INTRODUCTORY PARAGRAPH** | The introduction includes a hook & transitions to the thesis statement. The introduction provides background information.The thesis statement names the topic of the essay & outlines the main points to be discussed. | The introduction includes a hook & a thesis statement. The introduction provides some background information.The thesis statement names the topic of the essay & outlines the main points to be discussed. | The introduction includes a thesis statement. The introduction provides little background information.The thesis statement names the topic of the essay; the main points to be discussed may be confusing or hard to follow. | The thesis statement in unclear.The main points to be discussed may be confusing or hard to follow. |
| **BODY PARAGRAPHS** | Examples & support are provided in a sophisticated order that makes it interesting & easy to follow the author's train of thought. A sophisticated argument is presented in each paragraph with detailed support. Well written topic sentences are found in each paragraph. | Examples & support are provided in an order that makes it easy to follow the author's train of thought. A clear argument is presented with adequate support. Well written topic sentences are found in most paragraphs. | Examples & support are provided; the author’s train of thought may be difficult to followA basic argument is presented with some support. Satisfactory topic sentences are found in some paragraphs. | Few examples & support are provided; the author jumps from one idea to anotherA basic argument is presented with limited support. Topic sentences are rarely found in the paragraphs. |
| **ELEMENTS** **OF PERSUASSION** | Includes relevant evidence (facts, examples, real life experiences) thatsupport the position statement. The writer uses numerous persuasive strategies (ethos, pathos, logos etc) in a sophisticated manner. | Includes evidence (facts, examples, real life experiences) that support the position statement. The writer uses some persuasive strategies (ethos, pathos, logos etc) in a satisfactory manner. | Includes some evidence (facts, examples, real life experiences) thatsupport the position statement. The writer uses few persuasive strategies(ethos, pathos, logos etc) in a basic manner | Includes limited evidence (facts, examples, real life experiences) that support the position statement. The writer does not use any persuasive strategies(ethos, pathos, logos etc)  |
| **CONCLUDING PARAGRAPH** | The conclusion is strong & leaves the reader solidly understanding thewriter's position. The thesis statement is clearly restated. | The conclusion leaves the reader solidly understanding the writer's position. The thesis statement is clearly restated. | The conclusion may leave the reader uncertain of the writer's position. The thesis statement is partially restated. | The conclusion re-states thesis statement. |
| **MECHANICS** | No errors in grammar, spelling, or punctuation that distract the reader from the content. |  Few errors in grammar, spelling, or punctuation that distract the reader from the content. | Some errors in grammar, spelling, or punctuation that distract the reader from the content. | Numerous errors in grammar, spelling, or punctuation that distract the reader from the content. |