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| --- | --- | --- | --- | --- | --- |
|  | criteria | Beginning  0.5 | Developing  1 | Accomplished  1.5 | Excellent  2 |
|  | **Content & organization**  **8 marks** |  |  |  |  |
| **1** | **Includes a developed**  **introduction**  **with thesis statement** | No clear thesis | Thesis attempted but  not covering same  ground as essay | Clear thesis supported by evidence | Exceptional thesis in  good academic style |
| **2** | **Paragraphs are all related to**  **topic** | Paragraphs seem  unrelated | Paragraphs relevant to  topic but connections  are unclear | Most paragraphs clearly relevant,  supporting and explaining thesis. | Paragraphs all clearly  related to central focus  of essay |
| **3** | **Paragraphs follow a coherent,**  **defined pattern** | Unclear principle of  organization | Some paragraphs  should be re-ordered | Essay reads coherently and all  points are made according to a  defined pattern. | Paragraphs  exceptionally well  ordered to provide  strong flow and  synthesis of individual  points. |
| **4** | **Each paragraph is unified**  **Points are thoroughly**  **developed** | Most paragraphs are not  Unified  too  underdeveloped | Some paragraphs lack a  clear focus  and underdeveloped | Most paragraphs unified around a  clear focus  Arguments of the essay  are supported with sufficient detail  from sources. | Paragraphs concisely  unified and yet well  developed.  with originality and  great clarity |
|  |  |  |  |  |  |
|  | **Comprehension of Literary**  **Text**  10 marks |  |  |  |  |
| **5** | **Accurately describes plot,**  **characters, structure and other**  **basic elements** | Contains several factual  errors | Contains occasional  errors | Shows understanding of the literary  text by using appropriate examples  to support thesis | Shows outstanding  comprehension and  perception |
| **6** | **Includes all textual evidence**  **relevant to topic** | Includes little evidence  showing familiarity with  text | Includes incomplete  evidence from text to  support statements | Uses extensive evidence closely  related to points being made | Includes all evidence  relevant to points  being made |
| **7** | **Explains and interprets** | Mostly summarizing,  with some errors | Summarizes accurately  but little evidence of  analysis | Interprets text analytically,  understanding the intent of the  literary text and supporting theses  with appropriate detail, with some  unnecessary use of summary | Analyses text  perceptively, using  summarizing only as  needed |
| **8** | **Integrates discussion**  **of form and content,**  **techniques and themes** | Fails to discuss form  and techniques | Makes some attempt to  include form as well as  content | Includes most significant elements  of form and content | Integrates form and  content perceptively |
| **9** | **Includes writer’s own insights**  **beyond what was said in**  **class.** | Cannot explain points  made in class | Comprehends  classroom analysis but  adds no personal  insights | Expands on classroom analysis with  occasional original insights  illustrating critical thinking | Integrates classroom  analysis smoothly with  original insights |
|  | **COMPOSITION SKILLS**  8 marks |  |  |  |  |
| **10** | **Employs varied sentence**  **structure** | Mostly short simple  sentences, fragments,  and run-ons | Many short choppy  sentences in need of  transition | Varying sentence forms | Varied and  sophisticated sentence  forms |
| **11** | **Uses precise and appropriate**  **vocabulary** | Uses very limited  vocabulary | Sometimes uses  imprecise language | Uses precise vocabulary | Vocabulary is precise  and sophisticated |
| **12** | **Uses standard grammar** | Includes more than six  errors | Includes five or more  errors | Includes less than three errors | Includes no errors |
| **13** | **Punctuates and spells**  **correctly** | Includes more than six  errors | Includes five or more  errors | Includes less than three errors | Includes no errors |
|  | **RESEARCH SKILLS**  (if required)  4 marks |  |  |  |  |
| **14** | **Selects professional/academic**  **sources** | Cites mostly public  internet material or  other factual sources | Cites some academic  sources, but some  factual or unreliable | Cites reliable and appropriate  sources and shows predominate use  of professional/academic sources | Complete use of  professional/academic  sources |
| **15** | **Follows MLA format**  **correctly** | Citations missing | Citations present but  incomplete | Citations correctly written with  occasional small errors | Citations written  correctly throughout |
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