|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | criteria | Beginning 0.5 | Developing1 | Accomplished1.5 | Excellent2 |
|  | **Content & organization****8 marks** |  |  |  |  |
| **1** | **Includes a developed****introduction****with thesis statement** | No clear thesis | Thesis attempted butnot covering sameground as essay | Clear thesis supported by evidence | Exceptional thesis ingood academic style |
| **2** | **Paragraphs are all related to****topic** | Paragraphs seemunrelated | Paragraphs relevant totopic but connectionsare unclear | Most paragraphs clearly relevant,supporting and explaining thesis. | Paragraphs all clearlyrelated to central focusof essay |
| **3** | **Paragraphs follow a coherent,****defined pattern** | Unclear principle oforganization | Some paragraphsshould be re-ordered | Essay reads coherently and allpoints are made according to adefined pattern. | Paragraphsexceptionally wellordered to providestrong flow andsynthesis of individualpoints. |
| **4** | **Each paragraph is unified****Points are thoroughly****developed** | Most paragraphs are notUnifiedtoounderdeveloped | Some paragraphs lack aclear focusand underdeveloped | Most paragraphs unified around aclear focusArguments of the essayare supported with sufficient detailfrom sources. | Paragraphs conciselyunified and yet welldeveloped.with originality andgreat clarity |
|  |  |  |  |  |  |
|  | **Comprehension of Literary****Text**10 marks |  |  |  |  |
| **5** | **Accurately describes plot,****characters, structure and other****basic elements** | Contains several factualerrors | Contains occasionalerrors | Shows understanding of the literarytext by using appropriate examplesto support thesis | Shows outstandingcomprehension andperception |
| **6** | **Includes all textual evidence****relevant to topic** | Includes little evidenceshowing familiarity withtext | Includes incompleteevidence from text tosupport statements | Uses extensive evidence closelyrelated to points being made | Includes all evidencerelevant to pointsbeing made |
| **7** | **Explains and interprets** | Mostly summarizing,with some errors | Summarizes accuratelybut little evidence ofanalysis | Interprets text analytically,understanding the intent of theliterary text and supporting theseswith appropriate detail, with someunnecessary use of summary | Analyses textperceptively, usingsummarizing only asneeded |
| **8** | **Integrates discussion****of form and content,****techniques and themes** | Fails to discuss formand techniques | Makes some attempt toinclude form as well ascontent | Includes most significant elementsof form and content | Integrates form andcontent perceptively |
| **9** | **Includes writer’s own insights****beyond what was said in****class.** | Cannot explain pointsmade in class | Comprehendsclassroom analysis butadds no personalinsights | Expands on classroom analysis withoccasional original insightsillustrating critical thinking | Integrates classroomanalysis smoothly withoriginal insights |
|  | **COMPOSITION SKILLS**8 marks |  |  |  |  |
| **10** | **Employs varied sentence****structure** | Mostly short simplesentences, fragments,and run-ons | Many short choppysentences in need oftransition | Varying sentence forms | Varied andsophisticated sentenceforms |
| **11** | **Uses precise and appropriate****vocabulary** | Uses very limitedvocabulary | Sometimes usesimprecise language | Uses precise vocabulary | Vocabulary is preciseand sophisticated |
| **12** | **Uses standard grammar** | Includes more than sixerrors | Includes five or moreerrors | Includes less than three errors | Includes no errors |
| **13** | **Punctuates and spells****correctly** | Includes more than sixerrors | Includes five or moreerrors | Includes less than three errors | Includes no errors |
|  | **RESEARCH SKILLS**(if required)4 marks |  |  |  |  |
| **14** | **Selects professional/academic****sources** | Cites mostly publicinternet material orother factual sources | Cites some academicsources, but somefactual or unreliable | Cites reliable and appropriatesources and shows predominate useof professional/academic sources | Complete use ofprofessional/academicsources |
| **15** | **Follows MLA format****correctly** | Citations missing | Citations present butincomplete | Citations correctly written withoccasional small errors | Citations writtencorrectly throughout |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |