Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Scoring Criteria** | **4**  **Above Standard** | **3**  **At Standard** | **2**  **Approaching Standard** | **1**  **Below Standard** |
| **Ideas** | The essay:  - has a strong, clearly-stated claim; stays focused  - supports the thesis with relevant and meaningful evidence  - analysis clearly explains importance of evidence and connections to thesis  - skillfully combines ideas from several sources/presentations | The essay:  - has a claim; stays focused  - supports the thesis with evidence relevant to topic  - evidence is explained and connected back to thesis (analysis)  - combines ideas from several sources/ presentations | The essay:  - has an unfocused claim  - contains some evidence, may not be relevant  - explanation (analysis) is attempted  - some sources used or some info from presentations | The essay:  - has an unclear claim or no claim  - contains few facts or evidence  - evidence is not explained  - cites limited or no sources or info from presentations |
| **Structure** | The essay:  - leads with an engaging, effective introduction  - effectively uses transitions to create cohesion  - has 5 paragraphs; written in the correct order  - provides an insightful conclusion that follow from and supports the explanation presented | The essay:  - presents a clear and focused introduction  - sequences ideas and uses transitions  - 4 paragraphs; written in correct order  - provides a conclusion that connects the larger ideas presented in the essay | The essay:  - contains an underdeveloped and/or unfocused introduction  - limited use of transitions  - 3 paragraphs or less  - contains an underdeveloped or unfocused conclusion | The essay:  - contains a vague introduction or is missing  - no transitions used  - no paragraph formatting shown  - presents a vague conclusion or missing conclusion |
| **Use of Language** | The essay:  - uses high-level and precise diction deliberately chosen to inform or explain the topic  - uses a variety of sentence structures to enhance the explanation  - no spelling or grammar issues | The essay:  - uses appropriate diction to inform or explain  - uses a variety of sentence structures  - some spelling, punctuation, and capitalization mistakes that do not detract | The essay:  - uses informal diction that is not appropriate to inform or explain  - shows little or no variety in sentence structure  - spelling, punctuation, and grammar errors detract from meaning and/or readability | The essay:  - uses informal diction that is inappropriate fro the purpose  - shows no variety in sentence structure  - contains spelling, punctuation, and grammar errors that detract from the meaning and/or readability |

**Total: \_\_\_\_\_\_\_\_\_ points =  \_\_\_\_\_\_\_\_\_\_\_/**

**Complete this reflection for Academic Responsibility/Additional credit.**

**Reflection**

1. What is something that you are proud of in your essay?

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2. What is something that you would still like to improve upon in your next essay?

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3. Give yourself a grade for your essay on the 4-point scale.  (4.0 = A, 3.0 = B, 2.0 = C, 1.0 = D).  Justify your grade, using **details** from your essay and the rubric.

I think I deserve a \_\_\_\_\_\_\_\_\_\_\_\_ because...

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| **Scoring Criteria** | **Above Standard**  **4.0** | **Standard**  **3.0** | **Approaching Standard**  **2.0** | **Below Standard**  **1.0** |
| **Reflection** | The reflection insightfully uses details and description of learning. | The reflection uses some details and description of learning. | The reflection demonstrates a vague understanding of the assignment. | The reflection does not connect learning to the assignment. |

**Reflection Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (FOR TEACHER USE ONLY)**