|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Ideas | 3D | * draws inferences and connects information to their own knowledge
* thesis statement is focused to topic/purpose
* Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
* supporting ideas are fully developed
* fully addresses readers concerns/perspective
* sense of completeness
* Justifies their position with direct references to facts/stats/authoritative sources
* Includes a call to action!
 | Organization | 3D | * Essay is well organized and flows naturally
* Clear thesis statement and uses complete sentences
* Includes an effective concluding sentence
* Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
 |
| 3.0 | * thesis statement is focused to topic/purpose
* Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
* supporting ideas are fully developed
* fully addresses readers concerns/perspective
* sense of completeness
* Justifies their position with direct references to facts/stats
 | 3.0 | * Essay is well organized and flows naturally
* Clear thesis statement and uses complete sentences
* Includes an effective concluding sentence
* Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
 |
| 2.5 | * thesis statement is focused to topic/purpose
* Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
* facts/ideas are somewhat developed
* partially addresses readers concerns/perspective
* sense of completeness
* Justifies their position with direct references to facts/stats
 | 2.5 | * **Thesis statement not clear**
* Essay is organized
* Uses complete sentences
* Includes a concluding sentence
* Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
 |
| 2.0 | * thesis statement is somewhat focused to topic/purpose
* supporting facts/ideas are somewhat relevant
* supporting facts/ideas are somewhat developed
* partially addresses readers concerns/perspective
* Response somewhat demonstrates understanding of the content
* attempts to justify their position with direct references to facts/stats
 | 2.0 | * Essay is somewhat organized
* May or may not state a thesis and/or does not use complete sentences
* Does not include a concluding sentence
* Introduction has an incomplete HOOK, BRIDGE and THESIS STATEMENT
 |
| 1.5 | * essay demonstrates limited understanding of the content
* does not justify their answer with direct references to facts/stats
* supporting facts/ideas are not relevant
* supporting facts/ideas are not developed
* No thesis statement
 | 1.5 | * Essay is not organized
* No thesis statement and the questions and does not use complete sentences
* Does not include a concluding sentence
* Does not include a HOOK, BRIDGE and THESIS STATEMENT in Intro
 |
| 1.0 | * essay does not demonstrate understanding of the content
* Does not justify their answer with direct references to the text
* Does not answers most parts of question
* No thesis statement
 | 1.0 | * Essay is not organized and is difficult to understand
* No thesis statement and the questions and does not use complete sentences
* Does not include a concluding sentence
 |
| Conventions **3.0 –**  No grammatical errors**2.5 –** One to two grammatical errors, does not affect readability**2.0 –** Three to four grammatical errors, somewhat affects readability**1.5 –** Five to six grammatical errors, readability affected**1.0 –** More than six, extremely difficult to read | Commitment –  **M** – Completed all aspects of the assignment and in complete sentences **D** – Mostly completed all aspects of the assignment and/or did not write in complete sentences**Em** – Did not complete all aspects of the assignment and did not write in complete sentences |
| Craftsmanship/Style – **M** – Attention to accuracy, detail, and beauty **D** – Some attention to accuracy, detail, beauty **Em** – Minimal attention to accuracy, detail, and beauty | Comments –  |