|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 – | | |