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| **Grade** | **Organization (6)** | **Evidence/ Support (7)** | **Grammar, Mechanics, Style (6)** | **Documentation, Format (6)** |
| **A** | * Contains an introductory paragraph that gives appropriate context for understanding the argument in question * Thesis clearly and specifically stakes out a position with respect to the argument * Body paragraphs have topic sentences that address particular aspects of the argument; the entire paragraph explicates the topic sentence * Conclusion sums up the point and indicates the importance of the argument and the soundness of the position developed in the essay | * Details and examples are effectively used to support the thesis * Opposing points are addressed and refuted fairly and effectively * Evidence from four valid sources is employed in a concrete and informative manner. * The paper explains any ideas or terms that might be unfamiliar to a non-expert reader. | * No serious grammatical or mechanical problems * Logical transitions connect sentences and paragraphs * Careful attention to precision and clarity * Avoids verbiage and redundancy | * Correctly cites all outside evidence using APA style * Uses appropriate signal phrases * Includes correctly formatted references page * Is of an appropriate length |
| **B** | Slight problems: | Slight problems: | Slight problems: | Slight problems |
| **C** | Significant problems: | Significant problems | Significant problems: | Significant problems: |
| **D** | Serious problems: | Serious problems | Serious problems: | Serious problems: |
| **F** | Unacceptable college-level work:  Come see me—I can help! | Unacceptable college-level work:  Come see me—I can help! | Unacceptable college-level work:  Come see me—I can help | Unacceptable college-level work--Come see me—I can help! |