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| **Grade** | **Organization (5)** | **Evidence/ Support (5)** | **Grammar, Mechanics, Style (5)** | **Documentation, Format (5)** |
| **A** | * Contains an introductory paragraph that gives appropriate background information, shows the importance of the topic, and then relates the thesis * Thesis clearly and specifically announces a direction for the remainder of the paper to follow * Each topic sentence describes or elaborates on an aspect of the process under examination; the entire paragraph explicates the topic sentence * Conclusion sums up the point and states the significance (effect of the process) | * Details and examples are effectively used to illustrate each stage of the process. * Evidence from two valid sources is employed in a concrete and informative manner. * All points are supported with appropriate evidence. * 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 * Uses appropriate signal phrases * Includes a correctly formatted Works Cited 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! |