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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! |