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| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Opening | Clearly focused, thoroughly presenting the topic; immediately engages the audience in the message of the piece. | Focused and thorough; engages the audience in the topic | Vague; does not immediately engage the audience in the topic. | Unfocused and rambling; confuses the reader. |
| Content | The content is substantial, intriguing, and original. It relates directly to the topic. | The content is clear and directly related to the topic. | The content is ordinary and somewhat related to the topic. | The content is absent or not related to the topic |
| Conclusion | Completely integrates and extends key ideas of assignment, furthering understanding of topic | Summarizes main ideas | Restates main ideas. | There is no conclusion. The piece just ends. |
| Details | Uses details such as explanations and examples that are accurate, appropriate, and fully support the topic. | Uses details such as explanations and examples that are accurate and support the topic | Uses some details that are accurate; some details such as examples and explanations are not appropriate for the topic; details do not always support the topic. | Uses little or no detail to support and explain the topic |
| Paragraph development  | Each paragraph always relates to the topic and presents details that allow the reader to understand the paper more completely; paragraphs flow seamlessly from one to the other. | Many paragraphs relate to the topic and often present convincing details; paragraphs often flow seamlessly from one to the other. | Some paragraphs relate to the topic and present convincing details that support the argument; transitions between paragraphs are sometimes smooth | Few or no paragraphs relate to the topic; transitions between paragraphs are awkward |
| Punctuation  | No errors in punctuation. | A few punctuation errors.  | Many or major errors in punctuation that sometimes confuse the reader. | Frequent and/or major errors that obscure meaning |
| Purpose  | Clearly defined purpose, carefully and convincingly presented. | Purpose is defined and understandable, supported by details. | Purpose is vague, misstated, or not always supported by details. | There is no purpose demonstrated. |
| Organization  | Logical presentation of ideas; all parts contribute to a strong central idea | Most ideas are connected; some parts don't contribute to the central idea. | Some ideas connected to each other; many parts don't contribute to the central ide | ideas have little connection to each other; there is no strong central idea. |
| References  | Numerous supporting references presented in correct format greatly add to reader understanding of main idea. | Many supporting references usually presented in the correct format | Few supporting references or references presented in the incorrect format. | No supporting references. |
| Spelling | All words spelled correctly, helping readers clearly understand the central idea. | Most words are spelled correctly. | There are many spelling errors that sometimes make it hard for readers to understand the central idea. | There are frequent spelling errors that make it hard for readers to understand the central idea |

Total Score: \_\_\_\_\_\_\_\_ 80 possible points

Teacher comments:

**In addition…. – makes up the other 40 points**

* **Format – is the paper 12 font, double spaced, first page formatted correctly? Worth 4 points**
* **Word count- is it between 1000-1200 words? – 8 points**
* **Are there 4 stories – 16 points (One must be Noah)**
* **Did you answer all 6 questions on the instruction page? – 12 points**