*Three Day Road* Essay Rubric

Name: Due Date:

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| Criteria | Weight | Level 4 | Level 3 | Level 2 | Level 1 | Below L.1  |
| ***Knowledge and understanding***Structure and Organization(Intro and conclusion)Structure and Organization(Body Paragraphs) |  /5 /3 | Intro grabs attention and anticipates an insightful thesis. Reworded thesis, summary, and insight compose conclusion. Topic sentences thoroughly set the focus for body paragraphs. Concluding sentences thoroughly connect ideas to thesis. Well organized arguments overall. | Intro grabs attention and anticipates a fresh thesis. Reworded thesis and summary compose conclusion. Topic sentences set the focus for body paragraphs. Concluding sentences connect ideas to thesis. Arguments organized.  | Intro somewhat grabs attention and leads into thesis Reworded thesis and summary compose conclusion. Topic sentences somewhat set the focus for body paragraphs. Concluding sentences somewhat connect ideas to thesis. Somewhat organized arguments. | Intro is to simplistic to lead into a thesis. Summary composes conclusion. Topic sentences are limited in setting the focus for body paragraphs. Concluding sentences loosely connect ideas to thesis. Arguments show limited organization. | No trace of an introduction. Conclusion does not include a thesis, summary or insight.Topic sentences do not set the focus for body paragraphs. Concluding sentences do not connect ideas to thesis. Arguments are poorly organized. |
| ***Thinking and Inquiry***Thesis compositionEvidenceDevelopment of arguments |   /2 /5 /5 | Thesis is insightful and creative, and forcefully focuses the essay.Quotations are excellently chosen, taken from a variety of chapters, and are superbly integrated into the grammar of the essay. Transitional words help the flow of ideas.Develops arguments with a high degree of logic, objectivity, coherence, consistency, and sophistication. | Thesis is clear and fresh, and focuses the essay.Quotations are well chosen, taken from three chapters, and are well integrated into the grammar of the essay. Transitional words help the flow of ideas.Develops arguments with logic, objectivity, coherence, consistency, and sophistication. | Thesis is clear, but conventional, and somewhat focuses the essay. Quotations are somewhat well chosen, taken from one or two chapters, and are somewhat integrated into the grammar of the essay. Transitional words somewhat help the flow of ideas.Develops arguments with some logic, objectivity, coherence, consistency, and sophistication. | Thesis is unclear and simplistic, as well is limited in focusing the essay. Quotations are poorly chosen, taken from the first half of the novel only and are poorly integrated into the grammar of the essay. More transitional words are needed to help the flow of ideas.Develops arguments with limited objectivity, logic, coherence, consistency, and sophistication. | No trace of a thesis or unifying ideaNo quotations used. Transitional words do not help the flow of ideas.Develops arguments with minimal logic, objectivity, coherence, consistency, and sophistication. |
| ***Communication***Clarity |  /5 | Essay uses style and diction with a high degree of effectiveness; meaning is extremely clear and concise. | Essay uses style and diction with considerable effectiveness; meaning is clear and concise. | Essay uses style and diction with some effectiveness; meaning is somewhat clear and concise. | Essay uses style and diction with limited effectiveness; meaning is often unclear.  | Essay uses style and diction with minimal effectiveness; meaning is unclear. |
| ***Application***Language conventions |  /5 | Uses grammar, spelling, and punctuation with a high degree of accuracy and consistency. | Uses grammar, spelling, and punctuation with considerable accuracy and consistency. | Uses grammar, spelling, and punctuation with some accuracy and consistency. | Uses grammar, spelling, and punctuation with limited accuracy and consistency. | Uses grammar, spelling and punctuation with minimal accuracy and consistency. |

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| Deductions: misuse of class time, not having materials present, MLA formatting | Student loses 0 marks for excellent use of all class work periods. Essay is flawlessly formatted. | Student loses 2 marks for the misuse of 1 class work period and/or a well formatted essay. | Student loses 4 marks for the misuse of 2 class work periods and/or a decently formatted essay. | Student loses 6 marks for the misuse of 3 class work periods and/or a poor formatted essay. | Student loses 8 marks for the misuse of 4 class work periods and/or an essay that has no MLA formatting. |

Total /30