Body paragraph #_____

Thesis Statement:_____

	Beginning	Progressing	Proficient	Exceeds
Topic Sentence	● Paper moves right into analysis or introduces evidence in the first sentence of paragraph	● Begins with a sentence that previews the topic	● Begins with a transition ● Informs the reader about the topic of the paragraph ● Clear and focused	All proficient plus... ● provides connection/transition from the previous paragraph
Evidence/ information	● Not enough evidence at this point to assess understanding	● Paragraph includes information from research	● All information is relevant to the topic sentence ● Sufficient evidence fully develops the topic ● Chooses appropriate method to incorporate sources (paraphrase, entire quote, partial quote)	All proficient plus... ● Evidence is smoothly integrated into the paragraph
Citing	● Citations are needed	● In-text citations are present	● In-text citation is done correctly ● Introductory phrase to a direct quotation is included	
Analysis/ Explanation	● Paragraph consists of mostly evidence	● Explanation is provided that includes context or importance to topic ● Repetitive information is included	● Explains context of evidence ● Explains importance of evidence to topic ● Answers the question "Why does it matter?"	● Thorough and clear explanation is provided explaining the evidence ● Analysis and in-depth explanation of information develops the topic and connects to the thesis statement
Concluding sentence	● Paragraph concludes	● Repeats the topic sentence	● Concludes the paragraph by providing a summary of the information provided	● Concludes the paragraph by providing an insightful summary of the information provided.
Objective tone	● Language is persuasive	● Uses I, me, you ● There is often judgmental, personal, or emotive language	● No I, me, you ● There is judgmental, personal, or emotive language but does not detract from the overall effectiveness of the research	● There is no judgmental, personal, or emotive language

	Beginning	Progressing	Meets	Exceeds
Introduction	• An introduction is present previewing the focus of the paper	• Hook is present • Background information is included • Thesis statement is present at the end of the introduction • Uses I, me, you. Emotive	• Creates interest (Hook) • Contains sufficient background information • Thesis statement meets thesis guidelines • No I, me, you. • Little emotive language • Purposeful connections/transitions • 3-5 sentences	• Engages reader and creates interest • Contains detailed background information • Thesis statement blended smoothly into the development of the introduction • No I, me, you. No emotive language • Writing flows and is not formulaic
Conclusion	• A conclusion is present concluding the paper	• Restates thesis and basic information • Uses I, me, you. Emotive	• Effectively summarizes and reminds the reader of the thesis • No I, me, you. Little emotive language	• Effectively summarizes and goes beyond reminding of the thesis • Provides new insights or relevance into the information provided • No I, me, you. No emotive language

Ending checklist		Progressing	Meets	Exceeds
Grammar/mechanics	• Needs more proofreading and editing	• Proofread and edited for major errors	• Proofread and edited for major and minor errors	• High level of proofreading and editing; mistake-free

Sources used	• Zero to two sources used	• Three sources	• Four sources, including:
			  ○ Database, video/TED talk, or book/print source
				• Five sources, including:
				  ○ Database
				  ○ Video/TED talk
				  ○ Book/print source

Balance of sources cited	• More sources needed to create balance of sources	• Some sources are predominantly used over others	• Sources are cited mostly equally	• Sources are cited mostly equally • Different sources are used throughout the text
Organization	• Writing stays on topic	• Paragraph structure is used	• Organized by clear paragraphs • Transitions used	• Purposeful organizational strategy • Transitions effectively used to create cohesion

Title	● A title is needed	● Title communicates the topic	● Title communicates the main idea of the paper	● Title communicates the main idea of the paper creatively and effectively
MLA format	● Formatting is needed	● MLA format is used	● MLA format is used with very few minor mistakes	● Perfectly formatted

Works Cited page--Formatting (all or nothing for each category):

_____Title

_____12 point, times new roman, double-spaced

_____hanging indents

_____correct header (last name and page number)

_____alphabetical order

_____Sources correctly punctuated/capitalized

_____Sources match sources used in the paper (5 sources needed)

Need ALL exceeds to be exceeds

In introduction, need all but one for exceeds