

9/11 Essay

Teacher Name: **Freshman Forum**

Student Name: _____

CATEGORY	5 - Above Standards	4 - Meets Standards	3 - Approaching Standards	2 - Below Standards	0 - Did Not Attempt
Introduction (Organization)	The introduction gains the reader's attention, is inviting, states the main topic, and previews the structure of the essay.	The introduction clearly states the main topic and previews the essay, but may not gain the reader's attention or be particularly inviting.	The introduction states the main topic, but does not adequately preview the structure of the essay nor is it particularly inviting to the reader.	There is an attempt at an introduction, but it does not clearly state the topic or preview the structure of the essay.	There is clearly no introduction, the essay just begins.
Thesis Statement (Organization)	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	There is no attempt to write a thesis statement.
Sequencing and Transitions (Organization)	Details are placed in a logical order and transitions are used to clearly show how ideas are connected so that the essay effectively keeps the interest of the reader.	Details are placed in a logical order and transitions are used, but the order in which details are placed may make the writing less interesting or the transitions may lack variety.	Some details are not in a logical order or expected order, and some of the transitions may work well while others distract the reader.	Many details are not in a logical or expected order and transitions between ideas are unclear or nonexistent. There is little sense that the writing is organized.	There is no sequencing and the writer does not use transition words. The writing is choppy and nearly impossible to follow.
Conclusion (Organization)	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the thesis begins the closing paragraph.	The conclusion is recognizable. The author's position or thesis is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	The author has made an attempt to conclude the essay but it does not contain a restatement of the writer's position.	There is no conclusion; the essay just ends.
Support For Topic (Content)	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the thesis. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes only 1 piece of evidence (facts, statistics, examples, real-life experiences).	Includes no evidence to support the thesis or focus of the essay.
Focus on Topic (Content)	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	The writer makes no attempt to even include evidence or examples.
Accuracy (Content)	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	Supportive Facts were not included.
Sources (Content)	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.	No sources are used AND nothing is cited.

Audience (Voice)	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them \"his/her\" own.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seems to belong to someone else.	The author has clearly copied someone else's work.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Flow and Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	
Grammar and Spelling (Conventions)	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	Nearly every sentence contains multiple grammar and spelling errors which makes the essay nearly impossible to read and understand.
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes 3-4 errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes 5-10 errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes more than 10 errors in capitalization and/or punctuation that catch the reader's attention.