

## Sophomore Research Project Checklist

Name: \_\_\_\_\_

This sheet is to help you plan/track progress and to gain points for your hard work. You will turn in this sheet with the marked items for process points at the end of the project.

*On time = full points*

*Late = ½ points*

*Missing = no points*

- The packet must include printed/edited copies.
- If you have a planned absence for the due dates, turn in before the due date.
- Each edit must come from a different classmate – no repeat editors.
- Mark the “Due”, “Notes”, and check boxes – points will be marked by your teacher.

Item	Due	Work to be accomplished	Points	Notes	
1		Signature Sheet	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
2		Topic Selection Sheet	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
3		TRS #1-3	/15	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
4		TRS #4	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
5		TRS #5	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
6		TRS #6	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
7		Outline #1	/10	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
8		Outline #2	/10	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
9		Outline Peer Edits (x2) <i>Outline #1 Editor:</i> <i>Outline #2 Editor:</i>	/4	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
10		First Draft	/15	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
11		First Rough Draft Peer Edits (x2) <i>Editors Name:</i> <i>Editors Name:</i>	/6	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
12		2 <sup>nd</sup> Draft	/20	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
13		2 <sup>nd</sup> Draft Peer Edits (x2) <i>Editors Name:</i> <i>Editors Name:</i>	/6	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
14		Source Cards	/3	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
15		Note Cards	/25	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
16		Works Cited	/10	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
		Process Packet	/1	<i>Circle all and check the boxes before submitting your packet</i>	<input type="checkbox"/>
		<b>TOTAL</b>	150		

# Sophomore Research Project Notes

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*Students were anonymously polled last year about what made them feel successful on the Sophomore Project. Here is what they had to say:*

## **#1 DO NOT PROCRASTINATE    #1 DO NOT PROCRASTINATE    #1 DO NOT PROCRASTINATE**

- Put the effort in early on so the paper will be easier to write.
- The note cards seemed ridiculous at first, but then I realized I had a lot of evidence to choose from and I didn't have to go back and research more once I was in the writing mode.
- I really liked the calendar and the checklist. It made it easy to not fall behind.
- Work days are great – but only if you use the time wisely.
- I would have researched a topic more so that I was invested.
- Analysis is super important – but not possible if the evidence doesn't connect.
- Research!
- I wish I had made a conference with one of my teachers to make sure I didn't lose points on silly mistakes.
- I wish I had focused on making sure the so what of my thesis was strong – because the rest of the paper was weak because of it.
- I wish I had actually read my paper out loud like my teacher told me to do.
- Put the effort into the outline because it gets harder to edit once it's in the draft.
- Get as many peer edits as possible. Even if there are only a few in class. It helps find the little mistakes which add up to big points lost in the end.
- The project was frustrating because I thought I did better than I did in the end, which just shows that I need to get more feedback from my peers and teachers.
- I needed to take the initiative to talk to my teachers and get more advice.
- Take teacher's comments seriously.
- Struggled with analysis. Don't skim the surface.
- Organize my facts before writing.
- The biggest thing to my success was starting early, keeping on top of the work, and not rushing at the end.
- Waiting the day before something is due is really painful
- Organization is super important - you can have great ideas but if they aren't organized the argument won't work.
- The trick I can think of to writing a strong 'so what' is imagining your paper is a children's book – what is the moral of the story? It's the part of the paper that connects to the real world and the reader.

# #1 Outline Peer Editing

Name: \_\_\_\_\_

- 
- Do the sections seem to have the appropriate information? Is the outline formatted correctly?
  - Is the research question appropriate for the topic? Does the main thesis directly answer the research question?
  - Does each body thesis connect-link to the main thesis?
  - Does the evidence back up the body thesis and main thesis?
  - Is the evidence actually facts and expert opinion? Does the outline have a mixture of evidence?
  - Are there facts that appear to be missing?
  - Are the citations in correct MLA format?
  - Are there claims (parts of the MT or BT) that are not supported by facts/CDS?
  - Can you follow the logic (Is the paper in a logical sequence)?
- 

**Finally:** What are two things that worked well in this essay? What are two things the writer might want to take a second look at? Be specific.

Worked well:

1.

2.

You might want to take a second look at:

1.

2.

Editor's Name: \_\_\_\_\_

Writer's Name: \_\_\_\_\_

#2

Name: \_\_\_\_\_

## Outline Peer Editing

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- Do the sections seem to have the appropriate information? Is the outline formatted correctly?
  - Is the research question appropriate for the topic? Does the main thesis directly answer the research question?
  - Does each body thesis connect-link to the main thesis?
  - Does the evidence back up the body thesis and main thesis?
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  - Are there facts that appear to be missing?
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Writer's Name: \_\_\_\_\_

Name: \_\_\_\_\_

*Editor* \_\_\_\_\_

Total:      /

**Draft #1: Peer Edit Essay Rubric**

Please use this rubric to ensure that you have included all of the components of a well-thought out argument.

Component Checklist	At Standard 8-10	Approaching Standard 5-7	Needs Work 0-4
<b>Introduction</b> <input type="checkbox"/> Hook <input type="checkbox"/> General Background <input type="checkbox"/> Thesis	<p>Opens with a creative hook that draws the reader in and clearly connects with the topic.</p> <p>Introduces relevant <i>general background</i> Information that sets the stage for the thesis (not your supporting evidence, yet).</p> <p>Introduces a specific <i>thesis</i> statement that is inviting, provocative, and debatable. (Who? What? Why/How?)</p>	<p>Opens with a hook, but the hook does not clearly connect to the subject.</p> <p>Introduces <b>Background Information</b> that is not relevant, scanty, too specific or unclear.</p> <p>Thesis statement is too vague, incomplete.</p>	<p>Opens with a creative <b>hook</b> that draws the reader in and clearly connects with the topic.</p> <p>Little or no relevant background information.</p> <p>Lacks a clear <b>thesis</b> statement.</p>
<b>Body Paragraph 1</b> <input type="checkbox"/> Body Thesis <input type="checkbox"/> Evidence <b>X2</b> <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i> <b>Clearly links the Image to the Main Thesis.</b> Concludes the paragraph by <b>explaining</b> how the evidence supports the Thesis Statement.</p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to explain how the evidence supports the main thesis.</p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>Explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Body Paragraph 2</b> <input type="checkbox"/> Body Thesis <input type="checkbox"/> Evidence <b>X2</b> <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i> <b>Clearly links the Image to the Main Thesis.</b> Concludes the paragraph by <b>explaining</b> how the evidence supports the Thesis Statement.</p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to explain how the evidence supports the main thesis.</p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>Explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Body Paragraph 3</b> <input type="checkbox"/> Body Thesis <input type="checkbox"/> Evidence <b>X2</b> <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i> <b>Clearly links the Image to the Main Thesis.</b> Concludes the paragraph by <b>explaining</b> how the evidence supports the Thesis Statement.</p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to explain how the evidence supports the main thesis.</p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>Explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Conclusion</b> <input type="checkbox"/> Restate Thesis <input type="checkbox"/> Summarize Evidence <input type="checkbox"/> Concluding Statement	<p><b>Restates the thesis</b>, echoes the Introduction.</p> <p><b>Summarizes</b> the evidence.</p> <p>Provides a resolution; answers the "so what?" question. Connect to larger themes: <i>How do you become powerful? Who gets power? What is power? Etc.</i></p>	<p>Does not <b>restate</b> the thesis in a new way.</p> <p>Does not summarize all of the evidence.</p> <p>Does not end with a conclusion that wraps up the argument.</p>	<p>Does not restate the argument at all.</p> <p>No summary of the evidence.</p> <p>No concluding statement.</p>

**Draft #1: Peer Edit Essay Rubric**

Please use this rubric to ensure that you have included all of the components of a well-thought out argument.

Component Checklist	At Standard 8-10	Approaching Standard 5-7	Needs Work 0-4
<b>Introduction</b> <input type="checkbox"/> Hook <input type="checkbox"/> General Background <input type="checkbox"/> Thesis	<p>Opens with a creative hook that draws the reader in and clearly connects with the topic.</p> <p>Introduces relevant <b>general background information</b> that sets the stage for the thesis (not your supporting evidence, yet).</p> <p>Introduces a specific <b>thesis statement</b> that is inviting, provocative, and debatable. (Who? What? Why/How?)</p>	<p>Opens with a <b>hook</b>, but the hook does not clearly connect to the subject.</p> <p>Introduces <b>Background Information</b> that is not relevant, scanty, too specific or unclear.</p> <p>Thesis statement is too vague, incomplete.</p>	<p>Opens with a creative <b>hook</b> that draws the reader in and clearly connects with the topic.</p> <p>Little or no relevant background information.</p> <p>Lacks a clear thesis statement.</p>
<b>Body Paragraph 1</b> <input type="checkbox"/> Body Thesis <input type="checkbox"/> Evidence X2 <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i></p> <p><b>Clearly links the image to the Main Thesis.</b></p> <p>Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is <b>irrelevant</b>, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to explain how the <b>evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Body Paragraph 2</b> <input type="checkbox"/> Body Thesis <input type="checkbox"/> Evidence X2 <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i></p> <p><b>Clearly links the image to the Main Thesis.</b></p> <p>Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is <b>irrelevant</b>, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to explain how the <b>evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Body Paragraph 3</b> <input type="checkbox"/> Body Thesis <input type="checkbox"/> Evidence X2 <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i></p> <p><b>Clearly links the image to the Main Thesis.</b></p> <p>Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is <b>irrelevant</b>, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to explain how the <b>evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Conclusion</b> <input type="checkbox"/> Restate Thesis <input type="checkbox"/> Summarize Evidence <input type="checkbox"/> Concluding Statement	<p><b>Restates the thesis</b>, echoes the introduction.</p> <p><b>Summarizes</b> the evidence.</p> <p>Provides a <b>resolution</b>; answers the "so what?" question. Connect to larger themes: <i>How do you become powerful? Who gets power? What is power? Etc.</i></p>	<p>Does not <b>restate the thesis in a new way</b>.</p> <p>Does not summarize all of the evidence.</p> <p>Does not end with a conclusion that wraps up the argument.</p>	<p>Does not restate the argument at all.</p> <p>No summary of the evidence.</p> <p>No concluding statement.</p>

Draft #2

Name \_\_\_\_\_

Editor \_\_\_\_\_

	Exceeds standard 10	Meets standard 8.5	Almost meets standard 7.5	Approaches standard 6	Still developing 5	Not present 0
Thesis	Unique, highly individual and a clear, provable argument	Clear, provable argument.	Attempts to make an argument	Barely attempts to make an argument	Not an arguable point.	No thesis
	Coherent and written in an exemplary fashion & placed appropriately in the paper	Coherent and well written and placed appropriately in the paper	Clear and placed appropriately in the paper	Poorly written and/or unclear and placed appropriately in the paper	Poorly written and unclear or placed inappropriately in the paper.	
Evidence	Strongly supports thesis	Supports thesis	Mostly supports thesis	Only supports part of the thesis	Does not support thesis	No evidence
	Clear, relevant, specific evidence from a variety of sources	Clear, relevant, specific evidence from some varied sources	Somewhat clear and relevant; & somewhat from different sources	Somewhat clear and relevant; or somewhat from different sources	Unclear, random, misinterpreted and from 1 or 2 sources	
	Supporting facts and evidence well-chosen and seamlessly integrated	Supporting facts and evidence well-chosen and mostly well-integrated	Supporting facts and evidence somewhat well-chosen/integrated	Supporting facts and evidence minimal and/or not integrated	Very few to no appropriate supporting facts and evidence	
	Whole paper comes from well-chosen, appropriate sources and shows real depth of research	Whole paper comes from appropriate sources and shows depth of research	Paper mostly comes from appropriate sources and shows some of research	Some sources may be inappropriate/non-academic and depth of research is lacking	Uses inappropriate sources and shows no depth of research	
Analysis	Significance of impact is clear and well developed	Impact is clearly developed	Attempts to prove impact, but impact focus inconsistent	Lacks focus on impact	No impact addressed	No analysis
	Creative, complex, clear, and original understanding of the text/content.	Clear, complex, and original understanding of the text/content	Clear, lacks some originality and/or creativity in understanding the text/content	Somewhat unclear; lacks creativity and originality in understanding of the text/content	Unclear and unoriginal; does not understand the text/content	No analysis
	Supports & connects clearly to evidence/thesis and is creative and relevant	Supports & connects to evidence/thesis; could be more creative and/or developed/relevance	Supports but does not clearly connect to evidence/thesis; or needs more development and/or relevance to go beyond surface	Attempts to support but does not clearly relate to evidence; or needs much more development to go beyond surface	Lacks support and any relation to evidence	
	Argument accurate and very well presented	Argument accurate and well presented	Argument accurate & acceptably presented; needs development	Argument somewhat inaccurate, poorly presented & lost	Argument inaccurate and poorly presented	
Organization	Superb organization, easily readable and understandable; Logical and coherent sequence/timeline	Clear, readable form; Logical and mostly coherent sequence/timeline	Clear and mostly readable with a somewhat logical & coherent sequence/timeline.	Somewhat clear, problems with readability; lacking in transitions or unfocused.	Unclear and unreadable Unfocused, incoherent, not logical	No attempt to organize
	Inviting, creative, complete intro and clear, complete, satisfying conclusion	Inviting intro and satisfying conclusion	Basic introduction and basic conclusion	Intro lacks connection to paper and/or weak conclusion, lacks connection.	Little to no intro and little to no conclusion	
Style	Advanced and vivid persuasive use of language	Adequate and vivid persuasive use of language	Mostly adequate use of language, some problems	Problems with word choice, grammar, and/or construction.	Major, distracting problems with word choice, grammar, and construction	No coherent style
	Advanced, creative use of mechanics	Correct use of mechanics	Mostly correct use of mechanics	Problems with mechanics	Major, distracting problems with mechanics	
	Strong, unique voice	Clear voice	Some voice	Developing voice	Bland voice	
Penalties	-10	-5				
Length	Does not meet the required length for the assignment	Paper is within one half page of assigned length				
Formatting	Major errors in formatting and citation	Minor errors in formatting and citation				

Draft #2 Name \_\_\_\_\_

Editor \_\_\_\_\_

	Exceeds standard 10	Meets standard 8.5	Almost meets standard 7.5	Approaches standard 6	Still developing 5	Not present 0
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	Coherent and written in an exemplary fashion & placed appropriately in the paper	Coherent and well written and placed appropriately in the paper	Clear and placed appropriately in the paper	Poorly written and/or unclear and placed appropriately in the paper	Poorly written and unclear or placed inappropriately in the paper.	
Evidence	Strongly supports thesis	Supports thesis	Mostly supports thesis	Only supports part of the thesis	Does not support thesis	No evidence
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	Strong, unique voice	Clear voice	Some voice	Developing voice	Bland voice	
Penalties	-10	-5				
Length	Does not meet the required length for the assignment	Paper is within one half page of assigned length				
Formatting	Major errors in formatting and citation	Minor errors in formatting and citation				