|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **5 - Exemplary** | **4-Proficient** | **3-Developing** | **2-Unsatisfactory** | **1-Not Evident** |
| **Attention Grabber** | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. Example: strong statement, relevant quotation, statistic, or question addressed to the reader. | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience. | The author has an interesting introductory paragraph but the connection to the topic is not clear. | The author has an introductory paragraph but the connection to the topic is not clear. | The introductory paragraph is missing. |
| **Support for Position** | Includes 4 or more pieces of evidence (ethical behavior, belief statements, Learner Centered Proficiency Statements) examples, real-life experiences) that support the vision statement.  | Includes 3 pieces of evidence (ethical behavior, belief statements, Learner Centered Proficiency Statements) examples, real-life experiences) that support the vision statement.  | Includes 2 pieces of evidence (ethical behavior, belief statements, Learner Centered Proficiency Statements) examples, real-life experiences) that support the vision statement.  | Includes 1 piece of evidence from sources assigned | Includes no evidence from sources assigned |
| **Evidence and Examples** | 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. | More than 50% of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | Less then 50% 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 example 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. |
| **Transitions** | A variety of thoughtful transitions are used. They clearly show how ideas are connected | Transitions show how ideas are connected, but there is little variety | Some transitions work well, but some connections between ideas are fuzzy. | The transitions between ideas are unclear. | The transitions between ideas are nonexistent. |
| **CATEGORY** | **5 - Exemplary** | **4-Proficient** | **3-Developing** | **2-Unsatisfactory** | **1-Not Evident** |
| **Closing paragraph** | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph. | The conclusion is recognizable. The author's position 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's position is restated within the closing paragraph. | There is no conclusion - the paper just ends. |
| **Mechanics** | All sentences are well-constructed with varied structure. Author makes no errors in grammar or spelling that distract the reader from the content. | Most sentences are well-constructed and there is some varied sentence structure in the essay. Author makes 1 error in grammar or spelling that distract the reader from the content. | Most sentences are well constructed, but there is no variation is structure. Author makes 2-3 errors in grammar or spelling that distract the reader from the content. | Most sentences are not well-constructed or varied. Author makes 4 errors in grammar or spelling that distract the reader from the content. | Most sentences confuse the reader. Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| **Sources** | At least 3 sources used for quotes and facts are credible and cited correctly (Learner-Centered Proficiencies, Jensen, Kagan, Code of Ethics). | Two sources used for quotes and facts are credible and more than 50% are cited correctly.  | One source used for quote and/or fact is credible and cited correctly.  | Source(s) used for quotes and facts crediable, but not cited. | Source(s) is suspect (not credible). |