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|  | 5 | 4 | 3 | 2 | 1 |
| Focus 15% | Takes a clear position and supports it with relevant explanations and/or examples throughout the entire paper. | Takes a position and provides uneven support. May lack development or be repetititive. | Takes a position, but is no more than a well written beginning. Ideas are underdeveloped. | Attempts to take a position, but ideas are unclear/underdeveloped. | No position is attempted. Ideas are unclear, and/or not developed at all. |
| Organization 15% | Paper is well organized with a clearly written introduction/conclusion and transitional statements between topics. | Paper is organized with well constructed paragraphs. Introduction and conclusion are present. Transitions are in place for most topic shifts. | Paper is organized into paragraphs. Introduction and conclusion are present but unclear. Some transitional statements have been attempted. | Paper has no transitional statements between topic shifts. Introduction and conclusion have been attempted. | No introduction or conclusion are present. Paper lacks organization of any relevance. |
| Sources 15% | All sources are accurately documented in MLA format. | Most sources are accurately documented in MLA format. | All sources are documented, but a few are not formatted correctly into MLA format. | All sources are documented, but most are not formatted correctly into MLA format. | Some sources are not documented. |
| Information 20% | All six unit discussed in class are covered with at least two relevant examples from each. | All units discussed in class are covered with at least two examples from each. | All units discussed in class are covered with at least one example from each. | All units discussed in class are discussed. | One or more of the units discussed in class are missing from the paper. |
| Mechanics 10% | No grammatical, spelling, or punctuation errors are present. | Almost no grammatical spelling or punctuation errors are present. | A few grammatical, spelling or punctuation errors are present. | Several grammatcial, spelling, or punctuation errors are present. | Many grammatical, spelling, or punctuation errors are present. |
| Strength of Argument 25% | The paper makes a convincing, well-supportied claim that addresses the prompt effectively. | The paper makes a mostly convincing, well-supported claim that addresses the prompt effectively. | The paper makes a good, well supported claim that addresses the prompt. | The paper makes a claim that addresses the prompt. | The paper fails to address the prompt. |