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| **Thesis** | **Excellent** | **Good** | **Satisfactory** | **Poor (Revision)** |
| * effectively responds to all portions of the prompt with complex connections beyond what was taught.
* provides extension points connecting the *how*, *why*, and *so what.*’
* is rich and compelling in its wording.
 | * effectively answers all portions of the prompt.
* Provides some degree of complex explanation in answering *how*, *why*, or *so what*.
 | * responds to the prompt, although in a more vague or simplistic manner.
* is basic; it either relies too heavily on plot or simply restates the prompt.
* does not demonstrate complex connections.
 | Thesis is an incomplete response to the prompt. – OR –Thesis may demonstrate an incomplete understanding of the text. – OR – No thesis is present. |
| **15 points** | **14 – 13 –12 points** | **11 – 10 – 9 points** | **0 points** |
| **Organization** | * enhances the effective development of the argument beyond what was taught.
* is logical and effective for the argument.
* moves from one paragraph to the next with clear use of techniques such as sophisticated transitions, repetition, and emphasis.
* provides an effective and insightful introduction leading into the essay.
* concludes the essay, providing an extension idea.
 | * is logical and effective for the argument.
* moves from one paragraph to the next with clear use of techniques such as transitions, repetition, and emphasis.
* provides a valid introduction to the essay.
* concludes the essay in a valid manner.
 | * is logical but may be in a more formulaic format such as a 5-paragraph paper contributing to a less effective or incomplete argument.
* is coherent, but introduction, conclusion, or body paragraphs may not be in the most logical order OR may be lacking in effectiveness.
* contains transitions but may be simplistic or inconsistent.
 | The paper lacks an effective organization, or the organization prevents understanding of the argument. – OR – No clear organization is present. |
| **15 points** | **14 – 13 –12 points** | **11 – 10 – 9 points** | **0 points** |
| **Evidence** | * is varied, specific, correct, and properly cited.
* connects to appropriate prior knowledge to provide additional insight.
* is abundant, well chosen, and seamlessly integrated in support of the argument.
 | * is correct, properly cited, and includes appropriate context.
* is the best choice available to support the thesis;
* effectively synthesizes evidence from all texts available (textual and visual).
 | * adequately supports the thesis but may be more general.
* is sufficient but may not be the best choice of all the options.
* is integrated in a formulaic and ineffective manner (“quote dumping”).
* is present but insufficient in quantity.
 | Evidence is missing or is not appropriate. –OR— The evidence is mostly paraphrase. –OR— The evidence demonstrates a misreading of the text. |
| **20 points** | **19 – 18 – 17 points** | **16 – 15 – 14 points** | **0 points** |
| **Analysis** | * demonstrates a sophisticated understanding of the text.
* connects appropriate prior knowledge to provide additional insight.
* evaluates complex rhetorical or literary devices as well as logical fallacies when applicable.
* synthesizes devices, evidence, or textual understanding in support of the thesis.
 | * demonstrates a higher-level comprehension of the text.
* answers *how, why,* and *so what* but may also include some plot repetition.
* provides complex assessments of the evidence in support of the thesis without using “this quote shows, this quote says, etc.”
* evaluates complex rhetorical or literary appeals as well as logical fallacies.
 | * restates the evidence and thesis without providing insight into connections or complexities.
* attempts to answer *how, why,* and *so what* but includes too much plot repetition.
* Repeats evidence with statements such as “this quote shows, this quote says.”
* may identify appropriate rhetorical or literary devices but does not explain their effect.
 | Essay does not show analysis, includes too much plot repetition, or does not explain the significance of the evidence to the claim. – OR – The analysis demonstrates a misreading of the text. |
| **30 points** | **29 – 28 – 27 points** | **26 – 25 – 24 points** | **0 points** |
|  **Audience** | * demonstrates a sophisticated, compelling, and engaging voice beyond what was taught.
* utilizes word choice, content, and tone appropriate for multiple intended and unintended audiences.
* acknowledges weaknesses and opposing viewpoints in the claim and addresses them to enhance the overall effectiveness of the argument.
 | * demonstrates a clear control of language, tone, and content appropriate for the intended audience.
* addresses weaknesses in the argument or counter claims of other perspectives, but the attempt may be lacking in complexity or integration.
 | * is clear but at times mechanical or formulaic, appearing possibly disinterested in the topic.
* may not have a clear sense of intended audience as demonstrated in word choice, tone, or content.
* may be accessible to unintentional audiences (“other”), but the author has not made a purposeful attempt to address them.
 | The writing is inappropriate for the intended audience. – OR – The writing clearly alienates readers. – OR – The counter claim works against the author’s purpose. |
| **20 points** | **19 – 18 – 17 points** | **16 – 15 – 14 points** | **0 points** |

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| **Revised Impromptu: English Skills** |
|  | **Focus (33-36)** | **Reassessment** | **WREN Tutorials** |
| **Word Choice** | Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole. | Writer includes an error in focus or review skills such as *ambiguous pronouns, vague language, illogical conjunctions, or inappropriate word choice,* OR no example of skill is present.  | Do you need to complete a correction exercise?YES NO | **Pages 91-93** |
| **5 points** | **0 points** |  |  |
| **Sentence Structure** | Work comfortably with long sentences and complex clausal relationships within sentences. | Writer includes an error in focus or review skills such as *placement of phrases, fragments, run-ons, comma splices, or inconsistent verb tense,* OR no example of skill is present. | Do you need to complete a correction exercise?YES NO | **Pages 63-71** |
| **5 points** | **0 points** |  |  |
| Avoid weak conjunctions between independent clauses. | Writer includes an error in focus or review skills such as *using weak or illogical conjunctions*, OR no example of skill is present.  | Do you need to complete a correction exercise?YES NO | **Pages 63-71** |
| **5 points** | **0 points** |  |  |
| Maintain parallel structure between clauses. | Writer includes an error in focus or review skills OR no example of skill is present. | Do you need to complete a correction exercise?YES NO | **Pages 72-76** |
| **5 points** | **0 points** |  |  |
| **Conventions of Usage** | Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas. | Writer includes an error in focus or review skills such as *correctly using reflexive and possessive pronouns and correct verb forms*, OR no example of skill is present.  | Do you need to complete a correction exercise?YES NO | **Pages 41-46** |
| **5 points** | **0 points** |  |  |
| Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb. | Writer includes an error in focus or review skills such as *subject-verb agreement in unusual situations such as inverted word order or indefinite pronoun*, OR no example of skill is present. | Do you need to complete a correction exercise?YES NO | **Pages 47-50** |
| **5 points** | **0 points** |  |  |
| **Conventions of Punctuation** | Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical.  | Writer includes an error in focus or review skills such as *not using punctuation to set off parenthetical phrases, incorrect apostrophe, colon, or semicolon usage,* OR no example of skill is present.  | Do you need to complete a correction exercise?YES NO | **Pages 1-6** |
| **5 points** | **0 points** |  |  |
| **Usage Requirements****Must demonstrate one example of each** | * Two (2) sentences or more using FANBOY rule (I, FANBOYS I.)
* One (1) sentence or more using ABBI rule (ID. OR D,I.)
* One (1) sentence or more using a SEMICOLON rule (I;I.)
* One (1) sentence or more using a NONESSENTIAL
* One COLON (1) introducing an example or elaboration.
* Writer uses at least one apostrophe to show possession (singular and/or plural).
 | **Writer fails to meet one or more of the usage requirements or does so incorrectly.****MUST ATTEMPT EACH USAGE REQUIREMENT TO EARN FULL POINTS. YOU MAY ALSO LOSE POINTS IN THE ABOVE CATEGORIES UNTIL YOU FULFILL ALL USAGE REQUIREMENTS.** | Do you need to satisfy one or more failed usage requirements?YES NO | **N/A** |
| **15 points** | **0 points** |  |  |