Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_

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| CATEGORY | **4 - Above Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 - Below Standards** | **Score** |
| **Attention Grabber** | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a 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 introductory paragraph is not interesting AND is not relevant to the topic. |   |
| **Position Statement** | The position statement provides a clear, strong statement of the author\'s position on the topic. | The position statement provides a clear statement of the author\'s position on the topic. | A position statement is present, but does not make the author\'s position clear. | There is no position statement. |   |
| **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. The student uses at least 3 artists as evidence for their argument. | 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. The student uses at least 2 artists as evidence for their argument. | 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. The student uses at least 1 artist as evidence for their argument. | Evidence and examples are NOT relevant AND/OR are not explained. |   |
| **Sequencing** | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author\'s train of thought. | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author\'s train of thought. | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. |   |
| **Grammar & Spelling** | 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. |  |

Total: /20