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| |  | | --- | | Teacher Name: **M Beland**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Sources (Content)** | All sources used for quotes and facts are credible and cited correctly. Impeccable spelling, grammar, word order, word usage, and punctuation; proper citation of texts | All sources used for quotes and facts are credible and most are cited correctly. Very few errors in spelling, grammar, word usage, and punctuation; few errors in citations | Most sources used for quotes and facts are credible and cited correctly. Several errors in spelling, grammar, word order, word usage, punctuation, and citation | Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. Many errors in spelling, grammar, word order, word usage, punctuation, and citations |
| **Commitment (Voice)** | The writer successfully uses several reasons/appeals (pathos, ethos logos) to try to show why the reader should care or want to know more about the topic. | The writer successfully uses one or two reasons/appeals (pathos, ethos logos) to try to show why the reader should care or want to know more about the topic. | The writer attempts to make the reader care about the topic through (pathos, ethos, logos), but is not really successful. | The writer made no attempt through (pathos, ethos, and logos) to make the reader care about the topic. |
| **Organization** | The introduction is inviting, states the main topic and previews the structure of the paper. Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. Thesis is explicit and clear, conclusion recasts thesis and provides cohesion to whole paper | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. Some details are not in a logical or expected order, and this distracts the reader. | There is no clear introduction of the main topic or structure of the paper. Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| **Support for Topic** | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. Well-selected points of comparison and/or departure among the texts, clearly explained relationships among the texts that support thesis | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. Points of comparison/ departure could be more selective and explicit although the reader can see how the texts are related | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. Little connection between texts, similarities/ differences seem to be randomly selected, difficult for the reader to see how the texts are related | Supporting details and information are typically unclear or not related to the topic. No connection is made between texts, no similarities or differences are noted, the reader cannot see how the texts are related, is more summary than synthesis |
| **Adding Personality (Voice)** | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his/her own." The writer is aware of all requirements of post-secondary admissions. | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. The writer is largely aware of all requirements post-secondary admissions. | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. The writer is somewhat aware of the requirements post-secondary admissions. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. The writer does appear to be aware of the requirements post-secondary admissions. |
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