## Prewriting: points earned \_\_\_\_\_\_\_\_\_\_ / 10

|  |  |  |  |
| --- | --- | --- | --- |
| **10 points** | **7 points** | **5 points** | **0 points** |
| All questions answered thoroughly and appropriately. | Most questions thoughtfully answered. | Answers are incomplete or inappropriate. | Questions not answered, or the document is missing. |

## Essay: points earned \_\_\_\_\_\_\_\_\_\_/ 50

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Mastered (10)** | **Proficient (8)** | **Learning (7)** | **Needs Growth (6)** |
| **Mechanics**  **And**  **MLA Format** | Writer makes no errors in capitalization or punctuation. The paper is exceptionally easy to read. Paper meets all requirements of MLA. | Writer makes fewer than 5 errors in capitalization or punctuation. The paper is easy to read. Paper meets some requirements of MLA. | Writer makes 7-10 errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. Paper is typed but is not MLA. | Writer makes more than 10 errors in capitalization and/or punctuation that make the paper difficult to read. Paper is not typed. |
| **Grammar**  **& spelling** | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-4 errors in grammar or spelling that distract the reader from the content. | Writer makes 5-7 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 7 errors in grammar or spelling that distract the reader from the content. |
| **Syntax** (sentence structure) | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Sentences are run-ons and fragments or have a similar structure. | Sentences are incomplete or rambling without a clear connection. |
| **Content** | Writer gives a reasonable explanation on three topics with sufficient detail for each. Word choice is appropriate for the writing situation. | Writer gives an explanation of three topics but detail may be lacking. Word choice is appropriate for the writing situation. | Writer gives an explanation of at least two topics. Detail may be lacking. Most word choice is appropriate, although there may be some slang or clichés. | Writer gives an explanation of one topic and provides few details. Word choice is not appropriate, and there may be slang or clichés. |
| **Focus and organization** | There is one clear, well-focused main idea or thesis. The paper is purposefully organized with an introduction, body, and conclusion. Ideas are in logical order and transition smoothly from one to the next. | The main idea or thesis is clear but the supporting information is general or vague. The paper follows basic methods of organization. Most ideas are in a logical order and transitions are evident. | Topic is somewhat clear but there is a need for more supporting information. Organization is evident, but the writer does not use multiple paragraphs. Some details may not be in logical order, and some transitions may be lacking. | The topic is not clear. There is a seemingly random collection of information. The paper does not appear to be organized. The writer fails to use paragraphs, ideas are not in order or do not make sense, and transitions between ideas are lacking. |

## Visual: points earned \_\_\_\_\_\_\_\_\_/ 40

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Mastered (10)** | **Proficient (8)** | **Learning (7)** | **Needs Growth (6)** |
| **Effort** | Obvious time and effort went into planning and design. The designer goes beyond basic requirements. | Some planning & effort is evident. The visual meets all basic requirements. | Minimal planning & effort is evident. The visual meets most basic requirements. | Very little evidence of effort or planning. The visual meets few basic requirements. |
| **Graphics** | The items on the visual represent several categories from the prewriting and include a variety of materials. | The items on the visual represent at least 3 categories. The designer uses at least 2 different materials. | The items on the visual represent 2 of the categories. The designer only uses 1 type of material. | The items on the visual represent 1 category. The designer only uses 1 type of material. |
| **Creativity** | The designer made graphics or objects in the visual. Their display reflects exceptional creativity and goes beyond typical. | The designer made graphics or objects in the visual. Their display reflects some creativity but is more functional. | The designer included typical graphics or objects, but creativity is lacking. The display is functional. | The designer did not make or customize any of the items on the visual. The display is disorganized. |
| **Visual Appeal** | The visual is remarkably  attractive in terms of design, layout, and neatness. Outstanding use of color, design, and space. | The visual is attractive in terms of design, layout and neatness. Adequate use of color, design, and space. | The visual may be a bit messy. Inappropriate use of color, design, and space. | The visual is distractingly messy or very poorly designed. Little attempt to use color, design, and space. |

**Total points earned \_\_\_\_\_\_\_\_\_/ 100 Letter grade \_\_\_\_\_\_\_\_**