

**MENTOR SCORING SECTION**

**Senior Project Essay Rubric**

**Levels of Performance**

	<b>4 (Superior / Distinguished)</b>	<b>3 (Proficient / Skilled)</b>	<b>2 (Approaching Proficient)</b>	<b>1 (Below Standard)</b>	<b>0 (Standard Not Met / Missing)</b>
<b>Thesis</b>	<ul style="list-style-type: none"> <li>• Sophisticated, argumentative</li> <li>• Confidently-stated</li> <li>• Confidently forecasts organization &amp; content</li> <li>• Reflects complexity of thought and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Argumentative statement</li> <li>• Clearly-stated thesis</li> <li>• Forecasts organization &amp; content</li> </ul>	<ul style="list-style-type: none"> <li>• Weak argumentative statement</li> <li>• Understandable thesis</li> <li>• Mostly corresponds with paper topic OR majority of paper</li> </ul>	<ul style="list-style-type: none"> <li>• Poor argumentative statement</li> <li>• Unclear or unfocused</li> <li>• May be too general to support OR too narrow to investigate.</li> <li>• Does not connect to the majority of body paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Has no identifiable thesis OR</li> <li>• Thesis is not argumentative (it is a statement of fact)</li> </ul>
<b>Research and Support</b>	<ul style="list-style-type: none"> <li>• Incorporates 6 acceptable sources (4 are scholarly or peer-reviewed)</li> <li>• Up-to-date, relevant sources</li> <li>• Sources are “experts in the field”</li> <li>• Sources represent a wide variety of mediums, points of view, and depth of study</li> <li>• Research addresses multiple facets of the topic and counter-arguments</li> <li>• ALL sources on the WCP are used in the essay</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates 6 acceptable sources (4 are scholarly or peer-reviewed)</li> <li>• Up-to-date sources</li> <li>• Majority of sources are “experts in the field”</li> <li>• Sources represent various mediums, points of view, and depth of study</li> <li>• Research incorporates some counter-argument(s)</li> <li>• All sources on the WCP are used in the essay</li> </ul>	<ul style="list-style-type: none"> <li>• Employs 6 acceptable sources (4 are scholarly or peer-reviewed)</li> <li>• Some sources may not be up-to-date</li> <li>• Sources lack a variety of mediums or depth</li> <li>• Sources reflect mostly one viewpoint</li> <li>• A few sources seem to dominate the paper</li> <li>• 1-3 sources listed on the WCP are not used in the essay</li> </ul>	<ul style="list-style-type: none"> <li>• Employs at least 4 acceptable sources (other sources may be weak)</li> <li>• Several out-of-date sources</li> <li>• Majority of sources are not from “experts in the field”</li> <li>• Sources are heavily slanted to one viewpoint and fail to address counter-arguments</li> <li>• Only a few sources are primarily used throughout</li> <li>• More than 4 sources on the WCP are not used in the essay</li> </ul>	<ul style="list-style-type: none"> <li>• Employs 3 or fewer acceptable sources</li> <li>• Inaccurate, irrelevant, or outdated sources</li> <li>• Sources strongly lack variety and/or timeliness</li> <li>• Sources only reflect one viewpoint</li> <li>• 5 or more sources listed on the WCP are not used in the essay</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Demonstrates a well-rounded understanding of the topic (looks at all sides)</li> <li>• Examines complex relationships between sources / evidence</li> <li>• Insightful, unique analysis</li> <li>• Analysis deftly connects evidence back to the argument/thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a competent understanding of the topic (attempts to look at all sides)</li> <li>• Sustained analysis of sources and evidence</li> <li>• Analysis draws thoughtful conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a general understanding of the topic</li> <li>• Some analysis of source materials and evidence</li> <li>• Some summary overshadows analysis</li> <li>• Simplistic analysis or superficial conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a surface understanding of the topic</li> <li>• Analysis merely summarizes and/or paraphrases</li> <li>• Draws simplistic, thin, or superficial conclusions</li> <li>• Offers opinion without supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little to no understanding of the topic</li> <li>• No analysis is attempted or is not adequately sustained</li> </ul>

**Word Count: \_\_\_\_\_ (min. 2,000 words, max. 3,500 words). \*Papers that do not meet OR exceed word count automatically fail.**

**All sources listed on the WCP are used and cited in the essay? (Circle one): YES / NO**

**MENTOR SCORE: \_\_\_\_\_/12**

Senior Project Essay Rubric

Levels of Performance

	4 (Superior / Distinguished)	3 (Proficient / Skilled)	2 (Approaching Proficient)	1 (Below Standard)	0 (Standard Not Met / Missing)
<b>MLA Format, Works Cited Page, &amp; Citations</b>	<ul style="list-style-type: none"> <li>No MLA Format errors in paper's appearance</li> <li>No MLA Format errors on the Works Cited Page</li> <li>No MLA Format errors with parenthetical citations</li> </ul>	<ul style="list-style-type: none"> <li>Contains 1-2 unique (non-repeating) errors in MLA Format in paper, Works Cited Page, and/or parenthetical citations</li> </ul>	<ul style="list-style-type: none"> <li>Contains 3-4 unique (non-repeating) errors in MLA Format in paper, Works Cited Page, and/or parenthetical citations</li> </ul>	<ul style="list-style-type: none"> <li>Contains 5 or more unique (non-repeating) errors in MLA Format in paper, Works Cited Page, and/or parenthetical citations</li> </ul>	<ul style="list-style-type: none"> <li>Excessive or significant errors on the Works Cited Page and/or citations</li> <li>NOTE: Non-existent citations or WCP will result in an automatic fail</li> </ul>
<b>Control of Language</b>	<ul style="list-style-type: none"> <li>Exhibits a highly proficient command of writing conventions (grammar, spelling, punctuation, etc.)</li> <li>Has stylistic command of language, syntax, etc.</li> <li>Errors are so few and so minor that they do not disrupt readability or affect the force of the writing</li> <li>No inappropriate use of 1<sup>st</sup> and 2<sup>nd</sup> person pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits a proficient command of writing conventions (grammar, spelling, punctuation, etc.)</li> <li>Has elements of style</li> <li>Minor errors do not disrupt readability, but may impact the precision of the writing.</li> <li>No inappropriate use of 1<sup>st</sup> and/or 2<sup>nd</sup> person pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Distinct errors in standard writing conventions (grammar, spelling, punctuation, etc.)</li> <li>Errors in mechanics are distracting, disrupt readability, or undermine the writing</li> <li>Lacks elements of style</li> <li>1-2 inappropriate uses of 1<sup>st</sup> and/or 2<sup>nd</sup> person pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits multiple errors in grammar, spelling, and punctuation</li> <li>Writing is not grade-level appropriate</li> <li>Lapses in mechanics interfere with readability and comprehension of the writing</li> <li>3 or more inappropriate uses of 1<sup>st</sup> and 2<sup>nd</sup> person pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits immature control of standard conventions including grammar, spelling, &amp; punctuation</li> <li>Writing is not grade-level appropriate</li> <li>Mechanical lapses are very common and significantly impede readability</li> </ul>
<b>Structure &amp; Flow of Ideas</b>	<ul style="list-style-type: none"> <li>Reads as a unified whole</li> <li>Skillfully uses all structural elements</li> <li>No repetition of information exists</li> <li>Transitions and topic sentences are clear and purposeful</li> <li>All paragraphs are well-developed and support or connect back to the thesis</li> </ul>	<ul style="list-style-type: none"> <li>Reads as a unified whole</li> <li>Structural elements are present</li> <li>Transitions and topic sentences are sufficient</li> <li>Most paragraphs are effectively developed and support the thesis</li> </ul>	<ul style="list-style-type: none"> <li>A bit disjointed in places, but otherwise structurally sound</li> <li>Some repetition of information exists</li> <li>Transitions or topic sentences are present but weak or slightly inconsistent</li> <li>Some paragraphs are organized and support the thesis; more development may be necessary</li> </ul>	<ul style="list-style-type: none"> <li>Reads in an illogical / disjointed manner</li> <li>Missing key transitions and/or clear topic sentences</li> <li>Excessive repetition of information exists</li> <li>Paragraphs are poorly developed and many do not support the thesis</li> </ul>	<ul style="list-style-type: none"> <li>Major structural errors exist</li> <li>Excessively missing transitions and topic sentences</li> <li>Severe repetition of ideas throughout</li> <li>Paragraphing is not evident or the organization of paragraphs is unclear</li> </ul>

ENGLISH DEPARTMENT SCORE: \_\_\_\_\_/12

FINAL SCORE (MENTOR + ENG. DEPT. SCORES: \_\_\_\_\_/24

**NOTE: Papers must earn a minimum of 17/24 points in order to earn a passing score overall (70%)**