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| **Traits** | **4** | **3** | **2** | **1** |
| **Focus & Details** | There is one clear, well-focused topic. Main ideas are clear and supported by detailed and accurate information. | There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information. | There is one topic. Main ideas are somewhat clear. | The topic and main ideas are not clear. |
| **Organization** | The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The topic clearly falls under one of the four challenges and the conclusion is strong. | The introduction states the main topic and provides an overview of the paper. The topic clearly falls under one of the four challenges. A concluding statement is included. | The introduction states the main topic. The topic somewhat falls into one of the four challenges. A concluding statement is included. | There is no clear introduction, structure, or conclusion. It is unclear which category the topic addresses. |
| **Voice** | The author’s purpose of writing is very clear and there is strong evidence of attention to audience. The author’s extensive knowledge and/or research on the topic is/are evident. Author clearly shows why topic matters and is important to the “real world.” | The author’s purpose of writing is somewhat clear and there is some evidence of attention to audience. The author’s knowledge and/or experience with the topic is/are evident. Author shows why topic matters to “real world.” | The author’s purpose of writing is somewhat clear and there is evidence of attention to audience. The author’s knowledge and/or research with the topic is/are limited and connection to “real world” is vague. | The author’s purpose of writing is unclear. |
| **Word Choice** | The author uses vivid words and phrases. The choice and placement of words seems accurate and natural. | The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone. | The author uses words that communicate clearly but the writing lacks variety and/or inaccurately uses terms. | The writer uses a limited vocabulary. Jargon or cliché’s may be present and detract from the meaning. |
| **Sentence Structure, Grammar, Mechanics, & Spelling** | All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling. | Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding. | Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding. | Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding. |
| **Word Requirement** | The essay is clearly written between 700-1000 words. Word count is provided on non-entry document. | \_\_\_no partial credit\_\_\_\_ | \_\_\_no partial credit\_\_\_ | The essay does not meet the word requirement. |
| **Bibliography** | Bibliography is clearly written in proper MLA format. | Bibliography is written and some evidence of MLA format exists. | Bibliography is present but is missing information and/or not in MLA format. | Bibliography lacks most components and is not in MLA format. |
| **Comments & Score** |  | | | |