English 1A Grade Sheet, ESSAY #___: Name: ________________

INTRODUCTION:
 The introduction has a creative attention getter and gives excellent context to set up the topic.
 The introduction mostly provides what it needs, but needs a stronger attention grabber or more layers of context.
 The introduction does not have an attention getter or context for the topic, so it needs serious attention.

THESIS:
 The thesis is effective in that it is clear, engaging, argumentative, goes beyond fact, and presents a new idea.
 The thesis is clear, but does not present an engaging or new idea, and needs a stronger argument.
 The thesis is factual or unclear and needs serious attention to reach the criteria from class.

TRANSITIONS:
 The paper uses “hooking” transitions expertly to create flow between paragraphs and ideas.
 The paper sometimes uses obvious transitions between paragraphs and ideas, but needs more to be sophisticated.
 The paper does not effectively use transitions between paragraphs and ideas.

POINTS / TOPIC SENTENCES
 The Points are effective in presenting an inventive argument that supports the thesis.
 The Points are clear arguments but they are not innovative and provide a weak link to the thesis.
 The Points are factual and not clearly linked to the thesis and need serious attention to reach the criteria from class.

INFORMATION / SUPPORTING EXAMPLES:
 The writer fully supports the Point with varied examples that are fully developed and engaging.
 The writer supports the point somewhat, but he/she could add more variety and specificity to examples.
 The writer’s examples are not developed, lack variety, and are not linked to the point in a coherent way.

EXPLANATION OF EXAMPLES IN BODY PARAGRAPHS
 The writer provides strong analytical interpretation or synthesis of the support examples given.
 The writer provides some analysis/interpretation but could go deeper here to provide synthesis.
 The writer has little or none of this and needs to provide it.

CONCLUSION:
 Looks backward and explains the Body P’s and forward to what the reader should do with the info
 The conclusion attempts to look backward by fully explaining how the body P’s proved the thesis and look forward.
 The conclusion does not look backward or look forward, and leaves the reader wondering “so what”.

GRAMMAR/SENTENCE STRUCTURE:
 The writer shows excellent control of sentence structure and grammar, sentence variety, and has sophisticated voice.
 The writer shows good control of sentence structure and grammar, sentence variety, and their voice is engaging.
 The writer needs to spend much more time on grammar, sentence structure, sentence combining, and voice.

QUOTE SANDWICHES
 The Writer uses quote sandwiches excellently with all quotes
 The writer attempts to use quote sandwiches but is not effective yet.
 The writer needs to spend much more time on quote sandwiches because there are multiple errors.

MLA FORMATTING AND CITATIONS
 The writer has excellent control of MLA in-text citations and works cited citations and MLA formatting
 The writer has good control of MLA in-text citations and works cited citations and MLA formatting with few errors
 The writer needs to spend much more time on MLA citations and formatting because there are multiple errors.

Grade:
Points: /100
THINGS THAT WORKED: THINGS TO WORK ON: