



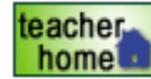
Persuasive Essay : Sacco and Vanzetti

Teacher Name: **Ms. James**

Student Name: _____

CATEGORY	Above Standards (4)	Meets Standards (3)	Approaching Standards (2)	Below Standards (0-1)	Teacher Comments
Paper Format	The paper is properly formatted: Heading is correctly displayed, a title is present, and the student uses Times New Roman font in size 12-point. The entire paper is double spaced.	The paper is properly formatted, however the correct heading and title are missing. The student uses Times New Roman font in size 12-point and double spaces the entire paper.	Heading is somewhat formatted properly. 2-3 of the proper formatting criteria are missing.	Paper is not formatted correctly. Student misuses font style, font size, spacing, and/or other formatting criteria.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the student's train of thought. The paper is written in the following order: Introduction, Evidence #1, Evidence #2, Evidence #3, Conclusion.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the student's train of thought. The paper is written in the following order: Introduction, Evidence #1, Evidence #2, Evidence #3, Conclusion.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. Student's paper is not in the proper paragraph order.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Position Statement	Student opinion on whether or not Sacco and Vanzetti committed the crime is made clear through a position statement in the introduction paragraph.	Student opinion on whether or not Sacco and Vanzetti committed the crime is somewhat made clear through a position statement in the introduction paragraph.	Student opinion on whether or not Sacco and Vanzetti committed the crime is mentioned in the introduction paragraph, but may be confusing and unclear.	Student opinion is very unclear, unsupported and/or not mentioned in the introduction paragraph.	
Support for Position	Student includes 3 or more pieces of evidence that fully support the position statement (student opinion), each with their own supporting paragraph.	Student includes 3 or more pieces of evidence that mostly support the position statement (student opinion), each with their own supporting paragraph.	Student includes 2 pieces of evidence that minimally support the position statement.	Student includes 1 or fewer pieces of evidence to support their position statement (opinion). Evidence is not organized.	
Paragraph Construction	All paragraphs include an introductory sentence, explanations of details, and a concluding sentence. Four to five sentences per paragraph are used. The information in each paragraph is very organized, easily understandable, and supports the student's opinion.	Most paragraphs include an introductory sentence, explanations of details, and a concluding sentence. Three sentences per paragraph are used. The information in each paragraph is mostly organized, understandable, and supports the student's opinion.	Paragraphs include related information, but were typically not constructed well. Information in the paragraphs weakly support the students opinion.	Paragraph structure is unclear and unorganized. Sentences and information included are not related to the student's opinion.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the student's position/opinion. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The student's position is restated within the first two sentences of the closing paragraph.	The student's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Student makes no errors in grammar, spelling, or mechanics that distract the reader from the content.	Student makes 1-2 errors in grammar, spelling, or mechanics that distract the reader from the content.	Student makes 3-4 errors in grammar, spelling, or mechanics that distract the reader from the content.	Student makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Sources	All sources used for quotes, statistics and facts are credible and cited correctly in MLA format.	All sources used for quotes, statistics and facts are credible and some are cited correctly in MLA format.	Some sources used for quotes, statistics and facts are credible, but are cited incorrectly. MLA format is not used.	Many sources are suspect (not credible) AND/OR are not cited correctly. OR student does not include the sources used.	
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