

	<b>Mastery</b>	<b>Proficiency</b>	<b>Basic</b>	<b>Below Basic</b>
<b>Introductory Paragraph</b>	The introductory paragraph establishes a clear purpose in writing, involves the reader by way of a hook, identifies the topic of the essay (as well as the title and author of the works studied), and includes an easily identified thesis statement.	The author establishes a generally clear purpose in writing. The introductory paragraph is missing one or more of the elements described in the 'Mastery' column, but does include an identifiable thesis statement and/or does not specifically answer the question posed.	The author's purpose in writing is not made clear to the reader. The introductory paragraph includes some of the required elements, but the thesis statement is difficult to identify.	The author does not establish a purpose for his or her writing. The introductory paragraph does not include a thesis statement and/or is missing several required elements.
<b>Development and Support</b>	The essay's thesis is illustrated by a wide variety of textual support, which has been well integrated into the essay. All quotations and ideas that did not initiate with the writer have been cited properly, using the MLA format.	The essay's thesis is illustrated by specific support of a more limited variety; support may be unevenly distributed and/or there may be isolated difficulties with integration. There are minimal problems with MLA citations.	The essay lacks adequate textual support to illustrate the thesis. The author relies on a single detail to illustrate a major idea and/or makes no effort to integrate support into the essay. Few sources are cited using MLA.	The essay contains no specific textual support, and relies entirely on generalizations or the writer's own opinions. There are no MLA citations for outside support.
<b>Cohesion</b>	Each body paragraph begins with a topic sentence that identifies the purpose of the paragraph while relating it back to the essay's thesis. The relationship between sentences in the paragraph is logical and clear, as is the relationship between paragraphs. This has been achieved through the use of a variety of transitional devices.	The purpose of body paragraphs is at times unclear to the reader, because the author has not consistently made use of topic sentences. Some sentences do not seem to belong in the body paragraphs in which they appear. Transitions may feel forced or may be inconsistently used.	The author frequently neglects to relate body paragraphs back to the thesis statement using topic sentences. Many sentences seem poorly placed or unrelated to the paragraphs in which they appear. Transitions are ineffectively or seldom used.	The author does not make use of topic sentences. As a result, the purpose of body paragraphs and/or their relationship to the thesis statement is unclear. Transitions are not used or do not facilitate relationships between paragraphs.
<b>Quality of Expression</b>	The author's ideas are expressed clearly throughout the essay. Syntax and diction are compelling, and contribute to the reader's understanding and interest.	The author's ideas are, with a few exceptions, clearly and compellingly expressed throughout the essay. Although instances of unclear syntax and/or diction exist, they do not obstruct meaning.	The author's ideas are unclearly expressed or expressed in a manner that does not often interest the reader.	Most of the essay is difficult to understand because of poor choices in syntax and diction. The author fails to engage the reader.
<b>Mechanics</b>	The essay is free of errors in spelling, grammar and punctuation. Verb tense and point of view are consistent throughout the essay. The piece has been thoroughly proofread and/or revised prior to submission.	The essay contains few errors in spelling, grammar and punctuation. Verb tense and point of view remain generally consistent throughout the essay. Proofreading and revision is evident.	The essay contains frequent errors in spelling, grammar and punctuation. Verb tense and/or point of view shift often. The essay would have benefited from a more thorough proofreading.	The essay contains an unacceptable number of errors in spelling, grammar and punctuation. Verb tense and/or point of view may shift continuously. The essay was clearly not proofread.
<b>Conclusion</b>	The concluding paragraph revisits the central ideal of the essay in a fresh way, synthesizes the supporting information in such a way that the reader can see the broader implications of the thesis.	The concluding paragraph revisits both the thesis and supporting information, but does not imply the broader implications of both.	The concluding paragraph simply restates the thesis without providing the reader with a sense of the supporting information's relevance.	The concluding paragraph is either missing or incomplete.