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| **TWO** | **FOUR** | **SIX** | **EIGHT** |
| * Incomplete or wrong task.   *The student may respond to part of the assigned task or miss the expectation entirely. (Monolinguals: The student discusses the value of foreign languages instead of the posed disadvantage of monolinguals).*   * No argument made/ Summarizes.   *The student may just provide information from the sources (no matter how well they do so).*   * Misuses sources.   *The student may pull a piece of evidence that is ultimately taken out of context or implies the wrong thing.*   * Weak writing (organization, editing, etc).   *The essay is too difficult to understand (not because of handwriting!).* | * Argument is attempted, but not successful.   *The student may have an effective claim, but the body paragraphs lack the connection back to that claim.*   * Overly simple use of sources.   *The student relies on simple source integration (Source A says…) or picks weak evidence (as in, there is more convincing evidence in the sources).*   * Link to task unclear or limited.   *The student may explain what the sources say, but they do not also link those sources to the task. (Monolinguals: The student doesn’t explain why the evidence supports and refutes the idea that monolinguals are at a disadvantage).*   * Immature or simply writing.   *The student over relies on the same sentence structure over and over. It sounds repetitive.* | * Argument is clear and supported with the sources.   *The student’s stance is clear throughout. All evidence is connected back to the task.*   * Well organized, but possibly lacking variety.   *The essay may sound formulaic, but transitions, paragraph format, and topic sentences make the argument make sense.*   * Sources “talk”   *Ideas from sources are connected and explain (consensus/ counter argument).*   * Language is clear and proofread.   *There is variety in sentence structure, but the overall writing could be my interesting and dynamic.* | * Argument is convincing and unique.   *The student’s opinion is expressed persuasively, with an assertive tone. Also, the overall argument may present a unique perspective.*   * Sources effectively “talk”   *Ideas from sources are seamlessly connected via consensus and counter argument. Opposition is clearly addressed and countered.*   * Noticeable voice and personality.   *The essay uses language to make it interesting and compelling. (It doesn’t sound like a dry research paper).*   * Creative.   *The student employs rhetorical strategies of their own as well as personal insight on the topic.* |