

Applicable High School Criteria		Additional University Criteria		
ORGANIZATION (presentation & structure)	CORRECTNESS & CHOICE (usage & grammar)	THOUGHT & DETAIL (ideas & use of evidence)	CONTENT & UNDERSTANDING (knowledge of text & quality of argument)	LITERARY & RHETORICAL MATTERS (literary vocabulary & quality of literary analysis)
<p>Informative, interesting title</p> <p>Clear introduction engages and focuses attention; provides sufficient detail, includes a thesis statement</p> <p>Body Paragraphs</p> <p>>are developed, and topic sentences contain key idea</p> <p>>progress in coherent and logical order and help develop the thesis</p> <p>>contain relevant and concrete evidence to support interpretive claims</p> <p>>use effective transitions</p> <p>Conclusion reinforces main ideas (and does not merely restate introductory material)</p> <p>Suitable overall length</p>	<p>Choice:</p> <p>Language and tone appropriate to subject and audience</p> <p>Proficient use of rhetorical strategies</p> <p>Correctness:</p> <p>Handling of syntax, punctuation, spelling, apostrophes, capitalization</p> <p>Citations & documentation style (MLA or Chicago)</p> <p>Academic Integrity: No plagiarism</p> <p>Grammar: >use of present tense, active voice >clear, varied, and concise sentences--no wordiness; good continuity and smooth transitions; proper parallel structure</p> <p>>no fragments, comma splices, run-ons, agreement errors (subject verb, pronoun), misplaced or dangling modifiers</p>	<p>Thought:</p> <p>Relevant and convincing ideas</p> <p>Explication of text(s)</p> <p>Synthesis of secondary sources</p> <p>Detail:</p> <p>Handling of analytical and evaluative skills:</p> <p>>support in form of appropriate and integrated quotations</p> <p>>follow-up commentary on quotations to exemplify and advance argument</p>	<p>Content: topic suitable and sufficiently focused</p> <p>perceptive treatment of topic</p> <p>Knowledge: Able to identify and extract relevant references from the text to develop the argument/answer the question</p> <p>Understanding of primary source(s):</p> <p>>Ideas regarding text(s) are relevant and persuasive</p> <p>>Ideas demonstrate awareness of/insight into subtleties of the text(s)</p>	<p>Awareness and analysis of rhetorical matters, such as:</p> <p>>Figurative Language: imagery, simile, metaphor, personification, hyperbole, metonymy, symbolism, denotations, connotations, irony, parody, satire, etc.</p> <p>>Sound: rhythm, rhyme, alliteration, assonance, consonance, repetition, etc.</p> <p>>Essay Structure: narrative, argumentative, expository, etc.</p> <p>Awareness and analysis of literary matters, such as</p> <p>>Literary Elements: plot, character, setting, etc.</p> <p>>Literary Meaning: subject, theme, tone, speaker, narrator, etc.</p> <p>>Style: diction, syntax.</p> <p>>Context: genre (literary form), literary period, theoretical perspective/position, etc.</p>

