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| **Small Essay 1: A to Z**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **A**  | **B**  | **C - D**  | **F**  |
| **Title - 5**  | Title is creative, sparks interest and related to story.  | Title is related to the story.  | Title is present but does not appear to be related to story or announces topic.  | No Title  |
| **Topic Sentence - 5**  | The topic sentence is inviting, states the main topic and previews the structure of the paper (6 q's).  | The t.s. clearly states the main topic and previews the structure of the paper, but is not particularly inviting.  | The t.s. states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting.  | There is no clear t.s. of the main topic or structure of the paper.  |
| **Sentence Variation - 10**  | All sentences are well-constructed with varied structure.  | Most sentences are well-constructed with varied structure.  | Most sentences are well-constructed but have a similar structure.  | Sentences lack structure and appear incomplete or rambling.  |
| **4 Tpes of Description - 10**  | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.  | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.  | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.  | Supporting details and information are typically unclear or not related to the topic. Missing action verbs, metaphor.simile, and adjectives.  |
| **Requirements/Heading - 5**  | All of the written requirments were followed.  | Could follow the requirements a little more closely.  | Need to focus on the requirements.  | Lack of the basic requirements followed.  |
| **Transitions - 5**  | A variety of thoughtful transitions are used. They clearly show how ideas are connected.  | Transitions clearly show how ideas are connected, but there is little variety.  | Some transitions work well; but connections between other ideas are fuzzy.  | The transitions between ideas are unclear or nonexistent.  |
| **Grammar 7 Spelling - 5**  | Writer makes no errors in grammar (r-o, frag, vt) or spelling that distract the reader from the content.  | Writer makes 1-2 errors (r-o, frag, vt) in grammar or spelling that distract the reader from the content.  | Writer makes 3-4 errors in grammar (r-o, frag, vt) or spelling that distract the reader from the content.  | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.  |
| **Story - 5**  | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.  | Main idea is clear but the supporting information is general.  | Main idea is somewhat clear but there is a need for more supporting information.  | The main idea is not clear. There is a seemingly random collection of information. |