

	<b>Thesis</b>	<b>Organization</b>	<b>Evidence</b>	<b>Style &amp; Mechanics</b>
<b>A Excellent</b>	Thesis indicates original and engaging argument with evidence of development strategy. Thesis is clear, arguable, and uniquely relevant to the text(s).	Sequence of ideas is consistently clear, logical, and relevant to thesis. Clear line of development over the course of the paper. Paragraphs unified in argument; transitions effective.	Complete mastery of the text. Assertions supported with well-chosen textual evidence. Appropriate quotations with necessary and full explication. Analysis is complex and synthesizes the text in new/unexpected ways.	Presents ideas in well-crafted, varied, engaging, virtually error-free sentences. Distinctive word choice. Prose style enhances the argument.
<b>B Good</b>	Thesis is clear and arguable. Thesis may not be as unique, complex, or relevant. Thesis may lack a clear lens, or a “so what”	Sequence of ideas is reasonably clear and logical, although parts of the argument may not be explicitly connected to thesis. Some digressions. Paragraphs reasonably coherent but could be better connected.	Good understanding of the text. Sufficient textual evidence, but selection of quotes may seem more predictable. Good use of quotations but too many or too few and some lacking careful explication. Analysis may sometimes lack depth or complexity.	Conveys ideas with effective and varied sentence structure. Few errors at word and sentence level. Appropriate word choice. Prose style competently services the paper’s argument.
<b>C Competent</b>	Thesis too broad. Thesis is somewhat clear, somewhat generic or self-evident (i.e. inarguable.)	Ideas could be more logically arranged. Significant parts don’t explicitly advance thesis. Paragraphs not tightly unified or related to each other. Unclear or missing transitions.	Adequate understanding of basic ideas in text, but may be more surface-level. Insufficient use of textual evidence. Quotations insufficient, ill-chosen, misplaced, or lacking explication. Analysis is light, and largely takes quotations to be self-evident.	Clear but basic expression of ideas—little variation in sentence form; some errors at word and sentence level. Adequate, though possibly inconsistent choice of words. Prose style may confuse the paper’s argument.
<b>D Developing</b>	Thesis unclear or vague. Thesis is self-evident or generic.	Difficult to determine how arrangement of ideas contributes to argument. Parts of argument do not hold together—jumps around. Paragraphs disorganized and unconnected.	Insufficient understanding of text. Little useful textual evidence for an argument. Lacks appropriate quotations or quotes heavily without purpose or explication.	Many basic errors at word and sentence level, but sense of ideas conveyed. Poor or confusing word choices. Prose style makes the paper’s argument unclear.
<b>F Unsatisfactory</b>	No indication of any controlling idea or thesis.	No clear sense of an evolving argument or logical arrangement of ideas; haphazard. Paragraphs incoherent, undeveloped, and unrelated.	Misses the point of the text. Lacks support for claims. Essay is incomplete. No quotations or inappropriate quotations, not integrated in the essay.	Overwhelming errors in arrangement, punctuation, and sentence structure. Frequent misuse of words. Hard to understand.

## Checklist

- Is the thesis clear in the intro paragraph?
- Does the thesis have a lens, an argument, and a so what?
- Does the intro paragraph offer a road map for the paper?
- Do the topic sentences and the intro paragraph tell the same story?
- Are quote sandwiches being used successfully?
- Are the quotes being interpreted in a way that tells us something new?
- Are quotes analyzed for language, as well as content?
- Do the sentences flow smoothly?
- Does the conclusion leave you with something to think about?
- Is MLA format used correctly?

Name two things that were **strong** about this draft

Suggest two things that the writer could work on for the final draft