rs no at introd th to the quest	e prompt /	- & -	2 points The thesis is clearly written and asserts an opinion that requires further	0	3 points The thesis addresses the fullness of the question or		4 points The author further focuses the thesis
rs no at introd th to the quest	the end of the duction ee author responds e prompt /	- & -	clearly written and asserts an opinion that requires further	0	fullness of the question or		
he organization Th	□		support (doesn't simply restate the prompt).	α.	prompt (e.g. responds to all parts of a multi-part question).	&	(e.g. announces sub-claims by introducing paragraph topics, offers a road map, etc.).
ne paper is each stentional or with	of the sub-claims paragraphs that	&	a topic sentence that states a sub-claim with an appropriate level of specificity and a concluding sentence that recaps	&	The author uses transitions effectively to move from paragraph to paragraph and sentence to sentence.	&	The author uses an introductory paragraph effectively to present the thesis and a concluding paragraph to reinforce the thesis.
rs no specific ac ence pa	ccurate and araphrased (as	e. (<u> </u>	&	Evidence is specific. Each piece of evidence supports its coordinating sub-claim.	&	Evidence convincingly supports the author's subclaims.
explain or clear yze the piece ence. make	context for each e of evidence to e sure it is	ا &	between the evidence	&	The author explains the thought process that justifies the asserted relationship.	&	The author appropriately connects the explanation to a larger claim (related to the thesis, the world, the audience, etc.).
led with ard ling, structural, int grammatical clarit	re complete, troduce ideas with cy, and	- ! & _	uses a variety of	&	The author uses academic and subject specific vocabulary, and the essay contains very few grammatical and/or spelling errors.	&	Essay maintains active voice.
bws no formal headi e. teach name Mont	ing (student name, ner name, class e, date in form DD 8 th YYYY)		Paper has 1" margins and ½" indentations.	&	Paper is double spaced with no before/after spacing; and in 12 point, Times New Roman font.	&	Paper has the proper header with last name & page number.
	he organization e paper is tentional or stric. The author res no specific ence. The author does explain or yze the ence. The writing is ed with ing, structural, grammatical rs. The author ws no formal The each with ing, structural, grammatical rs. The author who me author who formal teach name Mon	each of the sub-claims with paragraphs that reinforce the thesis. Evidence is accurate and paraphrased (as needed). The author does explain or yze the ence. The writing is ed with ing, structural, grammatical rs. Most sentences are complete, introduce ideas with clarity, and avoid slang. Paper has the basic heading (student name,	The author supports each of the sub-claims with paragraphs that reinforce the thesis. Evidence is accurate and paraphrased (as needed). The author provides clear context for each piece of evidence to make sure it is understandable. Most sentences are complete, introduce ideas with clarity, and avoid slang. The author provides clear context for each piece of evidence to make sure it is understandable. Most sentences are complete, introduce ideas with clarity, and avoid slang. The author supports each of the sub-claims with paragraphs that reinforce the thesis. 8 Evidence is accurate and paraphrased (as needed). The author provides clear context for each piece of evidence to make sure it is understandable. Most sentences are complete, introduce ideas with clarity, and avoid slang. The author provides clear context for each piece of evidence to make sure it is understandable. Most sentences are complete, introduce ideas with clarity, and avoid slang. The author provides clear context for each piece of evidence to make sure it is understandable. Most sentences are complete, introduce ideas with clarity, and avoid slang. The author provides clear context for each piece of evidence to make sure it is understandable. Most sentences are complete, introduce ideas with clarity, and avoid slang.	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Paper has the basic heading (student name, teacher name, class name, date in form DD Month YYYY) Month YYYY) Each paragraph includes as sub-claim with an appropriate level of settlevel of specific vocabulary and subject specific vocabulary, and the sub-claim. The author are complete, introduce ideas with a person. The author are complete, introduce ideas with a person. The author are content trecaps the paragraph's ideas. The author are content to sub-claims and are coordinating sub-claims. The author are deficitle to move from and are concluding and and are evidence and subject specific vocabulary, and are complete, introduce ideas with a person. The author are deficitle to move from and are concluding an

GradeCam Scoring

Item #	1	2	3	4	5	6	Total Score
Score	Thesis:/4	Organization:/4	Evidence:/4	Explanation:/4	Acad. Voice:/4	Academic Voice: /4	TOTAL:/24

SCORE	Weaknesses	Writing Element	STRENGTHS
		MAIN CLAIM/THESIS: A statement that asserts the writer's position on the given prompt or question	
/4			
/4		ORGANIZATION: Structure that includes an introduction, body paragraphs, transitions, and conclusion	
/4		EVIDENCE: Specific facts, quotations, paraphrasing, summary, data, etc., used to support the author's thesis & sub-claims to support the author's claim	
		EXPLANATION/ANALYSIS: Writing that explains how the evidence relates to and supports the claim	
/4			
/4		ACADEMIC VOICE: Language that is sophisticated, structured, assertive; uses elevated diction and maintains clarity	
/4		ACADEMIC STYLE: Formal requirements for typed essays	
		OTHER:	

Total: _____ /24