

## Arlington School District - Scholarly Paper Assessment Tool

Student ID# \_\_\_\_\_ Student Name \_\_\_\_\_ Junior English Teacher \_\_\_\_\_ Topic \_\_\_\_\_

Scoring Dates: Feb \_\_\_\_ Mar \_\_\_\_ Apr \_\_\_\_ May \_\_\_\_ Final \_\_\_\_ This paper was  At Standard on \_\_\_\_\_ or  NOT At Standard on \_\_\_\_\_

Requirements:	Met	Requirements:	Met
4-7 Pages, Typed, Double Spaced (on line 2 of pg 5)	<input type="checkbox"/>	At least 4 sources cited in the paper and on the Works Cited page which is included in the document that is submitted for scoring	<input type="checkbox"/>
12-point, tailed font	<input type="checkbox"/>	Process shown includes research notes, handwritten evidence, and evidence of multiple drafts/revision	<input type="checkbox"/>
1" Margins	<input type="checkbox"/>	All sources are evaluated for validity on Annotated Bibliography; Annotated Bibliography is included in process binder	<input type="checkbox"/>
Contains a focused and clearly stated thesis statement ( <b>in bold font</b> ) that is arguable based on research.	<input type="checkbox"/>	<b>Requirements have been met; paper is ready to be scored</b>	<input type="checkbox"/>

	AT STANDARD	BELOW STANDARD	COMMENTS	
<b>Content</b>	Facts/CD	<ul style="list-style-type: none"> <li>▪ Adequate facts/details/examples</li> <li>▪ Facts support the thesis</li> <li>▪ No random or unrelated material</li> <li>▪ Arguments/commentary are well supported with properly cited facts</li> <li>▪ Evidence is adequately introduced with context</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facts/details/examples do not relate to thesis</li> <li>▪ Not enough facts to support the thesis</li> <li>▪ Extraneous or loosely-related material detracts from the purpose of the paper</li> <li>▪ Arguments and/or commentary are not supported with facts and/or facts are not cited</li> <li>▪ Evidence is not effectively introduced; context is not provided</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is repeated or too closely related</li> <li>• Facts presented do not support conclusions drawn</li> <li>• Lack of facts show author assumes things to be true instead of proving they are.</li> <li>• Relies too heavily on one source</li> <li>• Some facts are not cited</li> <li>• Needs to introduce evidence so that reader understands the context and/or the source</li> <li>• Too many quotes lack a lead-in from ideas/commentary/topic sentences</li> </ul>
	Commentary	<ul style="list-style-type: none"> <li>▪ Includes the right ratio of facts to commentary to connect to thesis</li> <li>▪ Commentary connects facts to thesis and arguments</li> <li>▪ Commentary elaborates upon facts; importance, relevance, and connection to arguments and thesis are clear.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Too many facts, not enough commentary to connect facts to thesis statement or topic sentences</li> <li>▪ Commentary fails to connect facts to thesis and arguments</li> <li>▪ Commentary does not elaborate on facts provided; importance and relevance of facts are unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Commentary is superficial; just states the connection instead of explaining the connection</li> <li>• Makes hasty generalizations; does not allow for the exception to the rule</li> <li>• Lack of commentary makes it a report; not enough of the writer's opinion or conclusions are included</li> <li>• Ideas need more development and/or elaboration</li> <li>• Use commentary to show how ideas and evidence fit together</li> </ul>
	Opposition	<ul style="list-style-type: none"> <li>▪ Addresses opposing viewpoint</li> <li>▪ Opposing viewpoint has cited facts that are well explained</li> <li>▪ Responds effectively to opposing viewpoints</li> <li>▪ Counterarguments include cited facts and thorough explanation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not mention opposing viewpoints</li> <li>▪ Mentions opposition but lacks cited evidence</li> <li>▪ Addresses but does not respond to opposing viewpoints</li> <li>▪ Lacks cited facts and clear/effective explanation in counterargument</li> </ul>	<ul style="list-style-type: none"> <li>• Opposing viewpoint(s) is(are) merely listed</li> <li>• Explanation of opposing viewpoint confuses and/or contradicts argument/purpose of the paper</li> </ul>

		AT STANDARD	BELOW STANDARD	COMMENTS
<b>Organization</b>	Intro	<ul style="list-style-type: none"> <li>▪ Thesis logically leads to call to action</li> <li>▪ Introduction catches the reader’s attention</li> <li>▪ Introduces topic to reader</li> <li>▪ Introduction transitions from hook to thesis</li> </ul>	<ul style="list-style-type: none"> <li>▪ No call to action or no connection between thesis and call to action</li> <li>▪ No attempt to catch attention of the reader</li> <li>▪ Fails to introduce the topic to reader</li> <li>▪ Little or no transition to thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction fails at hooking the reader</li> <li>• Hook catches attention of the reader but does not connect to the topic</li> <li>• Connection between hook and thesis is unclear or nonexistent</li> <li>• Weak or vague thesis impacts other components of essay</li> </ul>
	Connections	<ul style="list-style-type: none"> <li>▪ Each argument connects to thesis</li> <li>▪ Clear topic sentences</li> <li>▪ Clear concluding sentences</li> <li>▪ Ideas build on each other with transitions from one to the next</li> <li>▪ Common topics are in cohesive paragraphs</li> <li>▪ Sequencing of ideas is logical; details fit where they are placed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arguments fail to connect to thesis statements</li> <li>▪ Topic sentences are lacking or ineffective</li> <li>▪ Concluding sentences are lacking or ineffective</li> <li>▪ Ideas do not connect; transitions between them are nonexistent or unclear</li> <li>▪ Paragraphs lack clear common topics; ideas are scattered throughout</li> <li>▪ Order of topics or ideas confuses reader; things don’t fit</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments don’t fit together</li> <li>• Problems with paragraphing (content . . . if can be fixed by indenting the paragraph, then it is a conventions problem)</li> <li>• Paragraphs lack unity; stay focused on one topic</li> <li>• Transitions between paragraphs are unclear or ineffective</li> <li>• Transitions between sentences are unclear or ineffective.</li> <li>• Transitions between arguments are unclear or ineffective</li> </ul>
	Conclusion	<ul style="list-style-type: none"> <li>▪ Conclusion reminds reader thesis</li> <li>▪ Reminds reader of call to action</li> <li>▪ Satisfying conclusion leaves the reader content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conclusion does not relate to thesis</li> <li>▪ Does not remind reader of call to action</li> <li>▪ Conclusion does not effectively tie the paper together; leaves the reader hanging or is missing entirely</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conclusion is missing</li> <li>▪ Conclusion does not effectively pull ideas together to bring paper to closure</li> <li>▪ Conclusion does not address or relate to thesis statement</li> <li>▪ Call to action is unclear</li> </ul>
<b>Style</b>	Word Choice	<ul style="list-style-type: none"> <li>▪ Word choice is appropriate to topic; topic specific language is used.</li> <li>▪ Word choice is appropriate to purpose and audience</li> <li>▪ Writing is done to express not to impress</li> <li>▪ Word choice enhances readability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Word choice is inappropriate for topic; does not include topic specific language</li> <li>▪ Word choice does not fit purpose or audience</li> <li>▪ Writing is done to impress not to express; big words used for the sake of big words</li> <li>▪ Word choice is confusing or distracting; slang and/or clichés</li> </ul>	<ul style="list-style-type: none"> <li>• Language is ordinary and predictable</li> <li>• Words are inappropriate to the audience</li> <li>• Words are in appropriate to the topic</li> <li>• Incorrect use of words distracts or confuses reader</li> <li>• Vague word choice causes confusion</li> <li>• Use of pronouns causes confusion</li> <li>• Repetition of words or phrases distracts reader</li> </ul>
	Sentence	<ul style="list-style-type: none"> <li>▪ Writes clear, complete sentences that vary in length and structure</li> <li>▪ Sentence structure and errors don’t detract from comprehension &amp; readability</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence structure errors impact comprehension and readability</li> <li>• Sentences are: choppy, fragmented, run-ons, rambling</li> </ul>	<ul style="list-style-type: none"> <li>• Run-on sentences are distracting or confusing to reader</li> <li>• Too many awkward sentences</li> <li>• Too many incomplete/fragmented sentences</li> <li>• Writer tends to ramble</li> </ul>
	Voice	<ul style="list-style-type: none"> <li>▪ Tone of the writing is scholarly and formal</li> <li>▪ Author’s voice is appropriate for topic, audience, and purpose</li> <li>▪ Author’s connection to the topic is evident, sincere, and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tone of the writing is too conversational</li> <li>▪ Author voice is impersonal or distanced from topic, purpose, and/or audience</li> <li>▪ Author is too involved in the topic; it’s impossible to see other viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is too conversational</li> <li>• Use third person in the body of the paper</li> <li>• Paper is too dry</li> <li>• Paper is too emotional about the topic</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Spelling is usually correct, even on more difficult words</li> <li>• Punctuation is correct and enhances readability in all but a few places</li> <li>• Capitalization is thoroughly understood and consistently correct</li> <li>• Grammar/usage is correct and contributes to clarity and style; meaning is more than clear; piece is engaging and inviting to read</li> <li>• Very little editing is needed to publish; author can successfully manipulate conventions for stylistic effect; meaning is crystal clear</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling is too frequently incorrect</li> <li>• End punctuation is inconsistent.</li> <li>• Internal punctuation is too frequently incorrect</li> <li>• Capitalization is applied inconsistently</li> <li>• Proper grammar/usage remains inconsistent; problems are serious enough to impact readability</li> <li>• Too much editing is still needed to publish</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with commas or comma splices</li> <li>• Problems with grammar/usage</li> <li>• Problems with spelling</li> <li>• Problems with capitalization</li> <li>• Problems with apostrophes</li> <li>• Problems with semicolons</li> <li>• Problems with colons</li> <li>• Problems with paragraphing</li> <li>• Problems with punctuating titles of books, articles, plays, or other published material</li> <li>• Problems with quotations marks</li> <li>• Missing words cause confusion</li> <li>• Problems with in-text citations</li> <li>• Needs editing before inclusion in senior project binder.</li> </ul>	