

Planning your personal essay

Introduction:

Notes and ideas for the introduction (NOTES ONLY, NO SENTENCES!)

Thesis statem.

Body Paragraph #1:

Topic sentence

Concepts from sources, anecdotes and examples for this paragraph (NOTES ONLY, NO SENTENCES!)

Body Paragraph #2:

Topic sentence

Concepts from sources, anecdotes and examples for this paragraph (NOTES ONLY, NO SENTENCES!)

Conclusion:

Notes and ideas for the conclusion (NOTES ONLY, NO SENTENCES!)

103 Personal Essay (Midterm)

Name: _____

Group: _____

Writing: Arguments based on experiences and sources (paragraph 1)

| 0-2 | 4 | 6 | 8 | 10 |
|---|---|---|--|--|
| The text does not respond to the instructions: Insufficient use of sources, much too short, etc. | There are ideas based on some anecdotes and sources, though maybe tangentially. | Somewhat developed college-level ideas based on some relevant anecdotes and general concepts from one source. | Developed college-level ideas based on developed relevant anecdotes and a specific concept from at least one source. | Ideas and anecdotes are also particularly detailed or thoughtful, and two sources are used meaningfully, one video and one text. |

Writing: Arguments based on experiences and sources (paragraph 2)

| 0-2 | 4 | 6 | 8 | 10 |
|------------------------|------------------------|------------------------|------------------------|------------------------|
| <i>(Same as above)</i> | <i>(Same as above)</i> | <i>(Same as above)</i> | <i>(Same as above)</i> | <i>(Same as above)</i> |

Writing: Organization and essay format

| 0-2 | 4 | 6 | 8 | 10 |
|---|--|---|---|---|
| Work does not follow format requirements. | Unclear purpose; text contains paragraphs and some developed ideas, but parts are incoherent or underdeveloped; unfocused introduction and conclusion. | Somewhat clear purpose; text is overall coherent and contains two coherent development paragraphs; basic introduction and conclusion. | Mostly clear purpose; paragraphs are coherent and distinct; thesis statement and topic sentences; coherent introduction and conclusion. | Clear purpose; ideas are coherent and logically organized; clear thesis statement and topic sentences; effective introduction and conclusion. |

Writing: Grammar and vocabulary

| 0-2 | 4 | 6 | 8 | 10 |
|--|---|---|--|---|
| Simple grammar is somewhat incorrect. Intermediate grammar is problematic or absent. Vocabulary is overall generic, repetitive or vague and informal (guy, big, thing, someone, etc.). | Simple grammar is generally correct (past, negatives, etc.). Some correct intermediate grammar is used. Vocabulary is occasionally generic, repetitive, or vague and informal (guy, big, thing, someone, etc.). | Simple grammar is correct. Text is generally complex, and a variety of intermediate grammar is used correctly ("he was looking," passives, complex sentences, etc.). Clear vocabulary with some academic terms. | Some advanced grammar is also used correctly, and as needed ("he had looked," "he would have liked," etc.). Clear vocabulary with some academic terms, and informal vocabulary is avoided. | The grammar is overall varied and correct, including advanced grammar, and the text flows well. Vocabulary is overall varied, precise and academic. |

Writing: Language mistakes: 1 mistake per X words (hand-written)

| | | | | | | | | | |
|----------|---|----------|---|----------|---|----------|---|----------|----|
| 1 per 10 | 2 | 1 per 20 | 4 | 1 per 30 | 6 | 1 per 35 | 7 | 1 per 45 | 9 |
| 1 per 15 | 3 | 1 per 25 | 5 | | | 1 per 40 | 8 | 1 per 50 | 10 |

Language mistakes, computer-assisted version

| | | | | | | | | | |
|----------|---|----------|---|----------|---|----------|---|----------|----|
| 1 per 10 | 2 | 1 per 15 | 4 | 1 per 25 | 6 | 1 per 30 | 7 | 1 per 50 | 9 |
| 1 per 12 | 3 | 1 per 20 | 5 | | | 1 per 40 | 8 | 1 per 60 | 10 |

Total: ____ / 50