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** |
| *(Same as above)* | *(Same as above)* | *(Same as above)* | *(Same as above)* | *(Same as above)* |

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

## Language mistakes, computer-assisted version

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

**Total: \_\_\_\_ / 50**