Planning your personal essay

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| Brainstorm: Write down some ideas |

## 1. Introduction:

**Thesis statement**

**What your text is about**

**What your text will say about it**

## 2. Body Paragraph 1:

**Topic  
Sentence 1**

**Topic for THIS paragraph**

**How it relates to the thesis**

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| Anecdotes and examples for this paragraph |

## 3. Body Paragraph 2:

**Topic  
Sentence 1**

**Topic for THIS paragraph**

**How it relates to the thesis**

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| Anecdotes and examples for this paragraph |

## 4. Conclusion:

**Concluding sentence**

**A reflection on the significance of your story**

# 103 Personal Essay (Midterm)

Name: Group:

# Writing: Developing arguments based on personal experiences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0-2** | **4** | **6** | **8** | **10** |
| There are almost no ideas, almost no anecdotes, or the ideas are disconnected from the anecdotes, or the text is much too short. | There are ideas based on some anecdotes, though maybe tangentially. | Somewhat developed college-level ideas based on some relevant anecdotes. | Developed college-level ideas based on developed relevant anecdotes. | Ideas and anecdotes are also particularly detailed or thoughtful. |

# 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)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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: \_\_\_\_ / 40**

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| Other comments: |

*Rev June 6, 2021*