

	Incomplete 0 points	Emerging 2 points	Moderate 3 points	Effective 4 points	Excellent 5 points
<b>1 Main Claim/Thesis:</b> A statement that asserts the writer's position on the given prompt, question, or topic	___ The author offers no identifiable thesis. <input type="checkbox"/>	___ In a single sentence at the end of the introduction, the author asserts their position on the prompt, question, or topic. <input type="checkbox"/>	___ The thesis is clearly written . . . ___ and asserts an opinion (analysis, argument) OR presents the central idea (info.) that requires further support (doesn't simply restate the prompt). <input type="checkbox"/>	___ The thesis/central idea addresses the fullness of the topic, question, or prompt (e.g. responds to all parts of multi-part question). <input type="checkbox"/>	___ The author further limits, clarifies, and/or focuses their thesis (e.g. announces subclaims by introducing topics, offers a road map, etc.). <input type="checkbox"/>
<b>2 Organization:</b> Structure that includes an introduction, body paragraphs, transitions, and conclusion	___ The organization of the paper is unintentional or chaotic. <input type="checkbox"/>	___ The author supports most of the subclaims with paragraphs that reinforce the thesis. <input type="checkbox"/>	___ Most paragraphs include a topic sentence that expresses a central idea with an appropriate level of generality. <input type="checkbox"/>	___ The author uses transitions effectively to move from sentence to sentence and . . . ___ paragraph to paragraph. <input type="checkbox"/>	___ The author utilizes an introductory paragraph effectively to introduce the thesis and . . . ___ a concluding paragraph to reinforce the thesis. <input type="checkbox"/>
<b>3 Evidence:</b> Specific facts, quotations, paraphrasing, data, etc., used to support the author's claim	___ The author speaks generally and uses no specific evidence. <input type="checkbox"/>	___ Evidence is mostly factual and reasonably accurate. <input type="checkbox"/>	___ Evidence is relevant and . . . ___ properly cited (if necessary). <input type="checkbox"/>	___ Evidence is specific and . . . ___ supports all of the author's claims. <input type="checkbox"/>	___ Evidence effectively and convincingly supports the author's position (accurate and sufficient). <input type="checkbox"/>
<b>4 Explanation/Analysis:</b> Writing that explains how the evidence relates to and supports the claim	___ The author does not explain or analyze the evidence. <input type="checkbox"/>	___ The author offers explanation for most pieces or groups of evidence. <input type="checkbox"/>	___ Explanation is clear and coherent. <input type="checkbox"/>	___ Explanation is logically valid or reasonable. <input type="checkbox"/>	___ Explanation thoroughly and convincingly relates the evidence to the claims (well informed and complete). <input type="checkbox"/>
<b>5 Academic Voice &amp; Style:</b> Language that is sophisticated, structured, assertive; uses elevated diction and maintains clarity	___ The writing is riddled with spelling, structural, and grammatical errors. <input type="checkbox"/>	___ Most sentences are complete and . . . ___ introduce ideas with clarity. <input type="checkbox"/>	___ The author uses a variety of sentence structures and . . . ___ avoids casual and informal language that is inappropriate for the audience. <input type="checkbox"/>	___ The author uses diction appropriate for the subject matter and discipline and . . . ___ has very few grammatical and/or spelling errors. <input type="checkbox"/>	___ Presentation is sophisticated and assertive, . . . ___ has mature sentence structure, and . . . ___ follows the formal style given by the teacher. <input type="checkbox"/>
<b>6 Extension:</b> Ideas, evidence, or other relevant material that contextualizes, relates, or synthesizes ideas, themes, etc.	Extension options:  ___ The author does not offer extension material. <input type="checkbox"/>	Author acknowledges contradictory evidence or differing perspectives. <input type="checkbox"/>	Author connects the claims to other contexts (themes, time periods, movements, etc.). <input type="checkbox"/>	Author develops an additional subclaim beyond the demand of the prompt. <input type="checkbox"/>	Author offers broader insight that relates to life, humanity, philosophy, etc. <input type="checkbox"/>
		___ Extension material relates to the topic in an appropriate manner. <input type="checkbox"/>	___ Extension material is placed appropriately. <input type="checkbox"/>	___ Extension material is developed appropriately. <input type="checkbox"/>	___ Extension material is well-integrated and convincing. <input type="checkbox"/>

GradeCam Scoring

Item #	1	2	3	4	5	6	Total Score
Score	Thesis: ___/5	Organization: ___/5	Evidence: ___/5	Explanation: ___/5	Voice & Style: ___/5	Extension: ___/5	TOTAL: ___/30

Score	Weaknesses	Writing Element	Strengths
____/5		<b>Main Claim/Thesis:</b> A statement that asserts the writer's position on the given prompt, question, or topic	
____/5		<b>Organization:</b> Structure that includes an introduction, body paragraphs, transitions, and conclusion	
____/5		<b>Evidence:</b> Specific facts, quotations, paraphrasing, data, etc., used to support the author's claim	
____/5		<b>Explanation/Analysis:</b> Writing that explains how the evidence relates to and supports the claim	
____/5		<b>Academic Voice &amp; Style:</b> Language that is sophisticated, structured, assertive; uses elevated diction and maintains clarity	
____/5		<b>Extension:</b> Ideas, evidence, or other relevant material that contextualizes, relates, or synthesizes ideas, themes, etc.	
____/5		<b>Other:</b>	

Total: \_\_\_\_/30