Columbus Day vs Indigenous Day Essay

	4	3	2	1
Introduction	Effective and thoughtful hook. 	Background support are presented but not all general background points are relevant to the essay to creating context. 	Little relevant background information is present, thus context is lacking Contains weak or insufficient transition from background to thesis statement. Thesis is unclear, awkwardly stated. Thesis needs improvement.	Little to no relevant background information. Context is not evident. Does not contain transition from background to thesis statement. Weak or missing thesis.
	20-19	18-15	14-13	>13
Body Paragraphs	Excellent topic sentences 	Good topic sentences Well-explained and analyzed historical supports however some facts/analysis need to be expanded. Internal transitions evident to some extent. Closing comments evident.	Topic sentences need improvement. Few well-explained historical supports Internal transitions not evident or poorly used. Weak closing comments.	Missing topic sentences. Poor / No thesis supports and historical facts/analysis. Internal transitions not evident No closing comments.
	Closing comments strengthen the connection to the thesis. 60-53	52-42	41-36	>36
Conclusion	Thesis is eloquently rephrased. 	Thesis is rephrased clearly. Summary points identify significance of each body paragraph. However analysis might need to be expanded. 	Thesis is restated, not rephrased or the rephrasing of the thesis changed the nature of the thesis. 	Thesis is not restated. Little attempt or no attempt at summary points. Closing comments basic or absent. Closing comments too similar to thesis.
			essay.	
Organization,	10-9 Clear, logical organization that	8-7 Generally clear organization	6-5 Organization is not easy to	>4 Poorly organized.
Language, Conventions	is easy to follow and supports the thesis in a sophisticated manner.	that is easy to follow and supports the thesis.	follow and but does generally supports the thesis.	Written language is poor.
	Written language is refined, clear, and engaging. Consistent control of grammar, punctuation, capitalization and spelling.	Written language is clear. Grammar, punctuation, capitalization and spelling do not interfere with readability.	Written language is fair. Grammar, punctuation, capitalization and spelling interfere with readability.	Grammar, punctuation, capitalization and spelling severely interfere with readability.
	spelling. 10-9	8-7	6-5	>4