

Student Name: _____

LANGUAGE—Mistakes marked on essay; every 3 mistakes is a point deduction:

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| ● Capitalization (M.I.N.T.S.) | ● Repetition (Ideas and Words) |
| ● Basic Punctuation | ● ~~Citation Punctuation~~ |
| ● Basic Spelling | ● ~~Comma, Colon, Semicolon Usage~~ |
| ● Verb Tense / Noun-Verb Agreement | ● Dead Words |
| ● Run-ons or Sentence Fragments | ● ~~Homophones / Misused Words~~ |
| ● Awkward Wording / Wordiness | ● ~~Pronoun Agreement~~ |

MLA FORMAT		
● Times New Roman, 12 Point ● Arial, 11 Point ● Double-Spaced ● Heading: Name, Teacher, Period, Date	● Title is Centered ● Body of Text Left-Aligned ● One tab to start new paragraph ● No extra spaces between paragraphs ● Stapled in top left corner	/5

The INTRODUCTION PARAGRAPH does the following: ● Grabs the reader's attention with an interesting HOOK ● Smoothly BRIDGES the hook into the essay or text summary ● Presents sufficient background on the topic or SUMMARY of the key text(s) ● Introduces the THESIS and 3 SUPPORTING IDEAS ○ Thesis is a clear response to the prompt ● Uses appropriate transitional words and phrases	/15
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Each BODY PARAGRAPH does the following: ● <u>R</u>estates the prompt and/or larger thesis ● <u>A</u>nswers the prompt with a supporting idea or example (stated in intro) ○ Provides clear textual analysis or elaboration on this answer ● <u>C</u>ites a relevant piece of evidence to support the analysis ● <u>E</u>xplains HOW the evidence supports the analysis ● <u>R</u>estates the thesis or supporting idea ● Uses appropriate transitional words and phrases	/20	/20	/20
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The CONCLUSION PARAGRAPH does the following: ● Transitions into the conclusion with appropriate words ● Restates the THESIS and 3 SUPPORTING IDEAS	/10
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• Restates any relevant EVIDENCE or information from the texts • Provides a meaningful, FINAL THOUGHT to close the essay • Uses appropriate transitional words and phrases	
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