Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis Driven Paper Rubric

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| **Indicator** | **Needs Improvement**  **2** |  | **Approaching Expectation**  **3** |  | **Meets Expectations**  **4** |  | **Exceeds Expectations**  **5** |  | **Comments** |
| **Thesis and Introduction** | No real attempt to create interest in the topic; no topic or thesis is created. The introduction is flawed (rambling, unfocused) |  | Introduction does not establish the importance of the topic or create interest. Weaker or flawed thesis. |  | Introduction establishes importance or creates interest in the topic.  Thesis takes a stand on the evidence provided. |  | Introduction establishes importance and grabs interest through strong language and examples. Thesis takes a stand on the evidence provided. |  |  |
| **Evidence and Examples** | Irrelevant unexplained evidence or examples.   Reasons do not make sense or are not logical. |  | At least one of the pieces of evidence and examples is relevant.  The explanation is present and is logical. |  | Some evidence and examples are specific and relevant.   Explanations show how each piece of evidence supports the thesis. |  | All evidence and examples are specific and relevant.   Explanations show how each piece of evidence supports the thesis. |  |  |