

PERIOD

NAME

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THEME

APPROVED THESIS STATEMENT

Large empty box for the thesis statement.

SUPPORTING POINT #1  
(one complete sentence)

Empty box for supporting point #1.

SUPPORTING  
(one complete)  
sentence

Empty box for supporting point #2.

POINT #2

SUPPORTING POINT #3  
(one complete)  
sentence

Empty box for supporting point #3.

TEXTUAL EVIDENCE #1A  
YOUR WORDS:  
AUTHOR'S WORDS:

TEXTUAL EVIDENCE #2A  
YOUR WORDS:  
AUTHOR'S WORDS:

TEXTUAL EVIDENCE #3A  
YOUR WORDS:  
AUTHOR'S WORDS:

TEXTUAL EVIDENCE #1B  
YOUR WORDS:  
AUTHOR'S WORDS:

TEXTUAL EVIDENCE #2B  
YOUR WORDS:  
AUTHOR'S WORDS:

TEXTUAL EVIDENCE #3B  
YOUR WORDS:  
AUTHOR'S WORDS:

TEXTUAL EVIDENCE #1C  
YOUR WORDS:  
AUTHOR'S WORDS:

TEXTUAL EVIDENCE #2C  
YOUR WORDS:  
AUTHOR'S WORDS:

TEXTUAL EVIDENCE #3C  
YOUR WORDS:  
AUTHOR'S WORDS:

CITATION  
for #1A

CITATION  
for #2A

CITATION  
for #3A

CITATION  
for #1B

CITATION  
for #2B

CITATION  
for #3B

CITATION  
for #1C

CITATION  
for #2C

CITATION  
for #3C

<b>Description</b>	<b>5 Exceptional</b>	<b>4 Skilled</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Inadequate</b>
<p><b>Thesis:</b> The essay must introduce a pre-approved, clear, arguable thesis statement that can be adequately supported by evidence from the work.</p>	The essay introduces a pre-approved, compelling thesis that is clearly arguable and takes a purposeful position on a specific theme of the work. The essay has a structure and organization that is carefully crafted to support the thesis.	The essay introduces a pre-approved, precise thesis that is clearly arguable and takes an identifiable position on a specific theme of the work. The essay has an effective structure and organization that is aligned with the thesis.	The essay introduces a pre-approved thesis that is arguable and takes a position on a specific theme of the work. The essay has a structure and organization that is aligned with the thesis.	The essay contains an unclear or emerging thesis that, while pre-approved, only suggests a vague position on a specific theme of the work. The essay attempts a structure and organization to support the position.	The essay contains an unapproved thesis, unidentifiable thesis, or vague position on a theme from the work. The essay has limited structure and organization.
<p><b>Support:</b> The essay must provide sufficient evidence – in the form of properly woven, cited quotations – to back up the claim of the thesis as well as a conclusion that supports the argument of the essay as a whole.</p>	The essay provides convincing and relevant evidence from the work to back up the thesis. At least 9 woven, cited quotations are present in the essay. The conclusion persuasively strengthens the thesis and evidence.	The essay provides sufficient and relevant evidence from the work to back up the thesis. At least 9 woven, cited quotations are present in the essay. The conclusion effectively reinforces the thesis and evidence.	The essay provides sufficient evidence from the work to back up the thesis. At least 9 woven, cited, relevant quotations are present in the essay. The conclusion clearly ties together the thesis and evidence.	The essay provides evidence from the work that attempts to back up the thesis. Less than 9 woven, cited quotations are present in the essay. The conclusion merely restates the thesis.	The essay contains limited evidence related to the thesis. Less than 6 woven, cited quotations are present in the essay. The essay may fail to conclude the argument of the thesis.
<p><b>Audience:</b> The essay should assume that its reader is already very familiar with the work yet must still be convinced of the validity of the essay's thesis.</p>	The essay contains no unnecessary plot summary while still addressing many possible concerns the reader could have about the thesis.	The essay contains very little unnecessary plot summary and effectively addresses multiple concerns the reader could have about the thesis.	The essay contains some plot summary but still competently addresses the reader's concerns about the thesis.	The essay relies on plot summary or illustrates an inconsistent awareness of the reader's knowledge level and needs.	The essay contains a great deal of plot summary and lacks an awareness of the reader's knowledge level and needs.
<p><b>Cohesion:</b> The essay must use words, phrases, and clauses to link the major sections of the essay and clarify the relationships between the thesis, supporting points, and evidence.</p>	The essay strategically uses words, phrases, and clauses to link the major sections of the essay. The essay explains the relationships between the thesis and supporting points as well as the evidence.	The essay skillfully uses words, phrases, and clauses to link the major sections of the essay. The essay identifies the relationship between the thesis and supporting points as well as the evidence.	The essay uses words, phrases, and clauses to link the major sections of the essay. The essay connects the thesis and supporting points.	The essay contains limited words, phrases, and clauses to link the major sections of the essay. The essay attempts to connect the thesis and supporting points.	The essay contains few, if any, words, phrases and clauses to link the major sections of the essay. The essay does not connect the thesis and supporting points.
<p><b>Mechanics:</b> The essay presents a formal, objective tone that demonstrates standard conventions of usage and mechanics as outlined in the Proofreading Expectations along with following MLA format.</p>	The essay presents an engaging, formal, and objective tone. The essay contains no non-negotiable errors from the Proofreading Expectations and fully follows MLA formatting rules.	The essay presents an appropriate and formal, objective tone. The essay contains only one non-negotiable error from the Proofreading Expectations and fully follows MLA formatting rules.	The essay presents a formal, objective tone. The essay contains two or more non-negotiable errors from the Proofreading Expectations and mostly complies with MLA formatting rules.	The essay illustrates a limited awareness of formal tone. The essay may contain multiple errors in usage, grammar, or punctuation or not fully comply with MLA formatting rules.	The essay illustrates a limited awareness or inconsistent tone. The essay may contain numerous mechanical errors or not meet MLA formatting expectations.

