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

Grading Scale for Writing

*The* *Great Gatsby* SynthesisEssay

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| --- | --- |
| **50** | This is a superior essay that responds well to the prompt and demonstrates insight. Written in 3 part essay structure. The thesis takes a clear and argumentative stance. Body paragraphs center around thoughtful supporting details that are specific and relevant to thesis. Support is analyzed, linking to thesis. Body paragraphs integrate current sources with *The Great Gatsby* (1 *Gatsby* quote and 1 outside source per body paragraph). All quotes are introduced and woven seamlessly into the writing. It has stylistic maturity (sentence structure, diction, organization). The voice is honest and has authority.  Holds the reader’s interest from the first sentence using vivid and descriptive detail. Although there may be a few grammar or spelling errors, the author demonstrates a superior control of language. |
| **45** | These are excellent essays. However, the focus is not as developed. Thesis shows argument regarding the three texts. Body paragraphs use relevant supporting details that are analyzed (perhaps with less depth), linking to thesis. Shows some understanding of integrating sources to prove an argument. The author’s writing style is less mature, and thus has occasional lapses of diction, tone, syntax, or organization. The voice is honest and candid.  Paragraph and overall organization are sound and flexible, but word choice is more predictable. Although there may be errors of grammar and spelling, the author demonstrates an adequate control of language. |
| **40** | This essay responds to the prompt. It is clear and shows some insight but without the depth or precision of a higher scoring essay. Body paragraphs support thesis with examples, perhaps less specific or under-analyzed. Development is more obvious than insightful. Voice is not well-established. There may be problems with organization, correct word choice or language use, but the essay is generally well-written. |
| **35** | These are mediocre, but adequate, essays. The thesis may not be quite clear or argumentative, the paragraphs not as well-developed, and the organization not especially effective. Evidence may be absent, weak or misapplied at times. Language choices are acceptable but fairly simple, and sentences make sense but are frequently of the same length and pattern. Voice is not established. There are some grammar and spelling errors. |
| **30** | The essay is weak and predictable. Generally evidence is absent or misapplied.  Meaningful argument is not developed.  There is a lack of direction. There may be substantial repetition of ideas or passages of empty language, inappropriate word choices and sentences that don’t quite make sense. |
| **25** | These are weak essays. The argument is undeveloped and unsupported. The voice may be immature or unengaged. The essay lacks clear organization and adequate support, the writing style is simplistic, and there are frequent grammar and spelling errors. |
| **20** | These are poor essays.  No focus, no development of voice, no effort. Although they may mention the question, they lack clarity, have little or no evidence, and contain consistent grammar and spelling errors.  They are badly written, unacceptably brief, or off-topic. |

**Essay Sub Score: \_\_\_\_\_\_/50**

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| --- | --- |
| **\_\_\_\_\_/5** | MLA in-text citation of all three sources in proper format |
| **\_\_\_\_\_/5** | MLA works cited in proper format |

**Citations Sub Score: \_\_\_\_\_\_/10**

**Total Score: \_\_\_\_\_\_/60**

**Teacher Comments:**