

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
<b>Attention Grabber</b>	The introduction has a strong hook or attention grabber that is appropriate for the reader/audience. This could be a strong statement, powerful visual, a relevant quotation, statistic, or question addressed to the reader/audience.	The introduction has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The introduction is interesting but the connection to the topic is not clear.	The introduction is not interesting AND is not relevant to the topic.	
<b>Supporting Evidence</b>	Students will thoroughly incorporate primary source evidence from both sides of the controversy in their final product.	Students incorporate some primary source evidence from both sides of the controversy.	Student incorporates primary source evidence that supports their opinion, but addresses little of the opposing evidence.	Student incorporates primary source evidence that supports their opinion, but fails to address any of the opposing evidence.	
<b>Relevance of Evidence</b>	All of the evidence and examples are specific and relevant.	Most of the evidence and examples are specific and relevant.	Only a few of the pieces of evidence and examples are relevant.	Evidence and examples are NOT relevant.	
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
<b>Sequencing</b>	Information is provided in a logical order that makes it easy and interesting to follow the creator's train of thought.	Information is provided in a fairly logical order that makes it reasonably easy to follow the creator's train of thought.	Information is not in an expected or logical order, distracting the reader/audience, making the information seem a little confusing.	Much of the information is not in an expected or logical order, distracting the reader/audience and making the information seem very confusing.	
<b>Transitions</b>	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	

<b>Conclusion</b>	The conclusion is strong and leaves the reader/audience solidly understanding the author's position.	The conclusion is recognizable, and leaves the audience/reader with a general understanding of the author's position.	The conclusion is weak, leaving the reader/audience with little understanding of the author's position.	There is no conclusion - the project just ends.	
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