

Name:

Period:

In-Class Essay Checklist and Goals Sheet

Instructions: Read through your paper. When something is done correctly, circle yes and highlight that part of the essay in green. When something is done incorrectly, circle no and highlight that section in pink. Write in the margin what needs to be added, changed, or removed to make that part correct.

Formatting

- Name, teacher, class period, and date are on the top left side of the page (yes no)
- Last name and page number is placed at the top right of each page (yes no)
- Title is centered ...same font style and size (yes no)
- Paper is left justified (yes no)
- Entire paper is double-spaced, 12-pt Times New Roman or Calibri font (yes no)

Prompt I answered (circle one)

- Prompt #1 (Response to Obstacles)
- Prompt #2 (Character Development)

Introduction

- Introduction is at least five sentences long and moves from general to specific (yes no)
- Starts with at least three sentences that introduce the general topic (yes no)
 - If Prompt #1, you discussed the idea of obstacles and responding to challenges.
 - If Prompt #2, you discussed growth and change.
- The general topic intro (first three sentences) does not mention anything specific about *The House on Mango Street* (no author, characters or events in the story) (yes no)
- Introduction has one complete sentence that introduces the author's full name and the title of the work. The title of the work and author are spelled correctly. The title is italicized or underlined. (yes no)
- The claim answers the question.
 - Prompt #1: You specifically stated a specific character's challenges and how she/he responds to those obstacles. You also clearly stated the overall message you think Cisneros is trying to convey to readers through the use of that character's response to challenges or you stated why that response is significant to the work. (yes no)
 - Prompt #2: You specifically stated how Esperanza's growth/development appears in the book. You also clearly stated what overall message Cisneros is conveying to readers through the use of the changes/development in Esperanza or you stated why the changes/development is significant to the work. (yes no)
- *Note: if you need to change anything about your claim and reasons so that they answer the prompt, it probably means you'll need to adjust your body paragraphs so they match up with the changes.*

Body Paragraphs

First Body Paragraph

- The first body paragraph begins with a topic sentence that is a natural extension from the claim. It is introducing a sub-point of your claim and answers part of the prompt. This means that it states the first reason listed in your introduction. It does not repeat word for word part of the claim.
 - For Prompt #1, it should discuss a character's obstacles and his/her response to obstacles. (yes no)
 - For Prompt #2, it should discuss how Esperanza has changed/developed. (yes no)
- The topic sentence is not the sentence that is used to introduce your evidence. (yes no)
- A quote introduction is present, gives context (background) for the upcoming quote, does not use the word "quote," and is properly punctuated. See pages 24-27 in your Reference book for examples and for punctuation information. (yes no)
- The evidence is properly placed within quotation marks. It is word-for-word from the book. The period to end the sentence appears after the citation and not inside the quotation marks. (yes no)
- The evidence is cited with the author's name and the page number of the quote within parentheses or it is cited with the page number within parentheses. (yes no)
- The evidence clearly ties in with the element discussed in your topic sentence. (yes no)
- The warrant after the evidence explains in 3-5 sentences how the evidence presented ties in with your claim. It does not use the word "quote." In some way it explains two things about the quote, and in some way it states two different reasons why the quote is significant.
- Your warrant points out and explains at least two different details or author choices in the evidence you gave. These explanations make specific connections between details in the evidence presented and the topic sentence & claim. (yes no)

Second Body Paragraph

- The second body paragraph begins with a topic sentence that is a natural extension from the claim. It is introducing a sub-point of your claim and answers part of the prompt. This means that it states the second reason listed in your introduction. It does not repeat word for word part of the claim.
 - For Prompt #1, it should discuss what Cisneros is teaching through a character's response to obstacles. (yes no)
 - For Prompt #2, it should discuss what Cisneros is teaching through the changes/growth in Esperanza. (yes no)
- The topic sentence is not the sentence that is used to introduce your evidence. (yes no)
- A quote introduction is present, gives context (background) for the upcoming quote, does not use the word "quote," and is properly punctuated. See pages 24-29 in your Reference book for examples and for punctuation information. (yes no)
- The evidence is properly placed within quotation marks. It is word-for-word from the book. The period to end the sentence appears after the citation and not inside the quotation marks. (yes no)
- The evidence is cited with the author's name and the page number of the quote within parentheses or it is cited with the page number within parentheses. (yes no)

- The evidence clearly ties in with the element discussed in your topic sentence. (yes no)
- The warrant after the evidence explains in 3-5 sentences how the evidence presented ties in with your claim. It does not use the word “quote.” In some way it explains two things about the quote, and in some way it states two different reasons why the quote is significant.
- Your warrant points out and explains at least two different details or author choices in the evidence you gave. These explanations make specific connections between details in the evidence presented and the topic sentence & claim. (yes no)

Conclusion

- The conclusion rewords the claim. (yes no)
- Conclusion states title of work and author’s full name. (yes no)
- The conclusion reviews and summarizes how you proved the main points of the essay. These main points tie in with your reason outline and topic sentences to your body paragraphs. (yes no)
- The conclusion does not introduce any new information. (yes no)

Reflection

Now you should have a paper full of revisions that need to be made. Before you jump into making these changes, take a look at the rubric. Read through the different requirements and give yourself a score out of 9. If you end up marking some elements in one row and other elements in another row, you’ll probably need to give yourself an average.

9-Point Essay Rubric

Score	Required Components
7-9	<ul style="list-style-type: none"> • Introduction moves from general to specific, shows understanding of the complexity of the topic. • Strong claim, clearly developed and arguable, analytical, answers all aspects of the prompt, and followed by and organized and clear outline of supporting reasons. • Each paragraph is properly written with a strong topic sentence that supports the claim. • Includes at least one substantial and relevant quote (9th grade) or at least two substantial and relevant quotes (10th grade) in each body paragraph. These quotes tie in directly with the topic sentence. • Quotes are set naturally within the narrative of the paragraphs. • Quotes are followed with in-depth warrants which analyze and interpret. They do not summarize. • Conclusion paragraph reviews the major points of the claim and supporting reasons. • Is written in 3rd person, punctuates and cites correctly, and contains few grammatical errors.
5-6	<ul style="list-style-type: none"> • Introduction contains “empty” sentences that chatter or are vague rather than actually introduce. May be disorganized. • Contains a claim that is vague or unfocused, one that may not answer the prompt but rather addresses parts of it. Supporting reasons follow, but they are unclear and vague or they are summaries. • Topic sentences are present, but do not sufficiently support the claim. • Quotes from the work, but the evidence presented may not actually fit the point being made • Quotes are improperly set into the narrative of the essay. • Warrants after quotes contain light analysis, but they mostly describe or summarize. • Conclusion either reviews the claim or supporting reasons, but not both fully. • Errors in sentence structure, informal voice, and/or grammar will be more serious and detract

	from the essay.
2-4	<ul style="list-style-type: none"> • Introduction may be short, incomplete, or may fail to properly introduce the material. • Claim will be simple, may hint at the prompt, but not answer or address it. • Paragraphs are simple and undeveloped, lacking strong topic sentences and may be short and lack analysis. • Quotes are merely mentioned, are poorly chosen, or are missing. • Some incorrect information is given in evidence and/or warrants. • No warrants or analysis given in body paragraphs or warrant does not analyze evidence presented. • Conclusion may short, incomplete, or off-topic. • Will have major spelling and/or grammar errors. May be written in 1st or 2nd person.
0-1	<ul style="list-style-type: none"> • Incomplete or inappropriate response. • Little understanding of the prompt conveyed. • Simply a summary of the book.

30 Point Assignment

Final Draft Point Value	Final Draft Score	Process Points
20	9= 67%	Highlights & Annotations (0-1) <i>Determined by the extent and quality of highlights and annotations on physical copy of rough draft.</i> Checklist (0-1) <i>Determined by thoughtfully recognizing strengths and weaknesses according to checklist.</i> Revisions (0-4) <i>Determined by adjusting essay to reflect identified and expected writing standards.</i> Reflection (0-4) <i>Determined by setting standards-based goals and working toward goals previously set. This is a thorough reflection of your personal writing process.</i>
18.4	8= 61%	
17.2	7= 57%	
16.4	6= 55%	
15.2	5= 51%	
14.4	4= 48%	
13.2	3= 44%	
12.4	2= 41%	
11.2	1= 37%	
0	0= 0%	

Based on this rubric, what score did this essay earn? _____

After reading your essay again, what was one element on the rubric that you did particularly well? What did you do that made that element so strong?

After reading your essay again, what was one element on the rubric that you struggled with in your essay? What made you score yourself low in this area? What do you need to do to fix it?

What are three specific, rubric-based goals you want to make sure to change between your rough draft and final draft? What, specifically, will you do to meet these goals?

1)

2)

3)