Note Cards (NC)
- Follows format learned in class (TAG=Being Value)
- 20 notes; one fact/quote per card
- Connects to source

Outline (OL)
- 5 paragraphs clearly distinguishable
- Support areas clearly identified by Being Value

MLA Format (MLA) http://owl.english.purdue.edu/owl/resource/747/01/
- Headers, Page numbers, title
- Double spacing, 1” margins (all around)
- 12 point, Times New Roman font
- Proper use of italics

Citations (CIT) http://owl.english.purdue.edu/owl/resource/747/01/
- Uses correct citation for all included research information (paraphrases, quotes)
- Citations have a matching source on the Works Cited page
- Citations include the first information found in Works Cited source:
  1. Author(s’) last name(s) and page number (if known)
  2. If no author identified, then “Article Title” and page number (if known)

Works Cited (WC)
- Uses hanging indentation, proper punctuation, double spacing
- Includes all sources used in paper, and no others

Introduction (INT)
- Includes an effective hook (quotation, anecdote, or other)
- Provides an overview (bridges from hook to thesis)
- Uses a one sentence thesis statement with correct formatting, which is the last sentence in the paragraph and indicates the direction of the paper. Part 1 (“What”) Y or N; Part 2 (“How”) Y or N

Support Areas (SA) – SA 1 _____ / 10; SA 2 _____ / 10; SA 3 _____ /10
- Begins each paragraph with a clear topic sentence that connects to the thesis statement
- Develops each subtopic in a body paragraph
- Supplies minimum 3 pieces of evidence, embedded successfully, to support each subtopic (evidence of 3 notecards)
- Analyzes each piece of evidence (explains why you used this evidence)
- Summarizes subtopic by reconnecting with thesis and transitions to next support area

Conclusion (CON)
- Uses new wording when restating the thesis
- Recaps strongest evidence from each subtopic
- Includes a strong last sentence; not a question; brings paper to a close; final thought

Grammar & Conventions (GRAM)
- Uses transitions to flow from one point to the next
- Uses proper grammar (punctuation, capitalization, verb agreement, etc.)
- Appropriate academic tone; writing is not too conversational, loaded with clichés and vague assertions

Total Score _____ / 100