**Sophomore Service Learning - Synthesizing the American Dream**

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|  | **Excellent**  **(A: 90-100)** | **Proficient**  **(B: 80-89)** | **Emerging**  **(C: Below 70)** | **Unsatisfactory**  **(D: 69-60)** |
| **Ideas (Focuses on thesis, support/evidence, and conclusion)** | Cohesive, sustained comparison includes: Thesis that contextualizes the issue & captures its complexity. Support that convincingly goes beyond repetition & analyzes the sources’ significance to the writer’s position. Conclusion that moves beyond summarizing thesis and illuminates how we should accept varying perspectives on the American Dream. | Convincing comparison includes: Thesis that establishes issue and attempts to capture its complexity. Connections between the interviewee and the writer’s position on the American Dream. Conclusion that reinforces the ideas of the thesis and establishes the importance of the varied perspectives. | Sound comparison includes: Straightforward thesis that briefly contextualizes issue. Support that clearly connects and comments on the various perspectives. Conclusion that is logical yet somewhat repetitive of thesis. | Attempted comparison includes: Weak thesis, or one that is lost in a summary of interview questions and answers. Support that paraphrases without commentary and/or misunderstands interviewee’s assertions. Conclusion that returns directly to the thesis or that is missing. |
| **Organization and Transitions** | Effective organization: Skillfully Incorporates all components of a well-structured comparison essay. Apparent transitions from paragraph to paragraph are smooth thanks to linked concept words. | Effective organization: Incorporates all components of a well-structured comparison essay. Transitions from paragraph to paragraph are smooth thanks to linked concept words. | Mostly effective organization, but some lapses. Most elements of a comparison essay are incorporated. Movement from paragraph to paragraph is choppy because of inconsistent use of concept words. | Ineffective organization:  Lacks components of a well-structured comparison essay. No transition between paragraphs. |
| **Quality of Commentary** | Insightful and sophisticated. Particularly perceptive in observations about the American Dream.  Expresses a complete understanding of in-person interview and offers an insightful reflection about the American Dream. | Logically sound. Strong ideas, but not as perceptive and insightful as excellent papers. | Simplistic, vague, and/or superficial. Observations about the American Dream are clear but understanding of the in-person interview are underdeveloped. | Only paraphrases interviewee; writer offers no insights of his/her own. Insights are illogical and/or are contradicted within the essay. |
| **Use of Language Exemplary** | Demonstrates appropriate formal style:  Precise diction. Skillful syntax. Varied sentence openings.  Few to no errors in grammar, mechanics, spelling. | Demonstrates formal style: Accurate word choice Sentence structures are grammatically sound and eloquent Contains some errors in grammar/ mechanics, but meaning is still clear. | Informal writing style is characterized by the repetition of words and ideas. Some inexact diction, and some words are used incorrectly. Most sentences are clear, but some issues with fragments and run-ons appear. Several errors in grammar and mechanics. | Several errors in sentence structure (run-on sentences, fragments, and/or comma splices) that make it difficult to understand your ideas Weak word choice. |

**The above rubric is for the Service Learning American Dream Essay only. Grades/Points for the in-person interview, questions, and the mandatory visit to the LT Writing Center will be at individual teacher discretion.**