

# Tragedy Paper: Writing & Scoring Guide

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

Does your paper:

- ☐ Accurately represent what “they say” in the assigned readings?
- ☐ Include direct and indirect quotations from a range of sources to illustrate and support your ideas and those you cite?
- ☐ Examine a range of different perspectives on the subject and emphasize those that agree and disagree with each other and your own ideas?
- ☐ Make explicit connections between your own ideas, those of others you summarize, Sophocles’ plays (and, perhaps, the world today)?
- ☐ Have both a “they say” and an “I say” section?
- ☐ Properly cite (in-text and on works cited) all sources?
- ☐ Follow the formatting guidelines as spelled out on the assignment sheet?

4: Exceeds the Standard	3: Meets the Standard	2: Approaches the Standard	1: Misses the Standard
<b>Comprehension:</b> Understands the text in light of the author’s purpose, style, rhetorical strategies, genre, and audience.			
Shows novel or compelling insight about the topic; understands author’s purpose/text when using secondary and primary sources.	Shows insight about the topic; understands author’s purpose/text when using secondary and primary sources.	Shows limited insight about the topic; limited understanding of author’s purpose/text when using secondary and primary sources.	Shows little or no insight about the topic; minimum or flawed understanding of author’s purpose/text when using sources.
<b>Thesis:</b> Develops an appropriate topic, research question, interpretation, or assertion.			
Develops specific, compelling, defensible claims.	Develops appropriate, compelling, defensible claims.	Offers plausible claims.	Develops flawed or indefensible claim; or offers no claims.
<b>Evidence:</b> Integrates evidence from different primary and secondary sources to support the thesis and any assertions.			
Integrates various reliable primary/secondary sources; uses them to support and challenge thesis or assertions in sophisticated, effective way.	Includes several reliable primary/secondary sources; uses these to support and challenge thesis or assertions in plausible, useful way.	Integrates few if any primary or secondary sources; attempts to use them to support thesis or assertions; chooses unreliable sources that are not used well.	Integrates no reliable primary/secondary sources; if does, uses them ineffectively or not at all.
<b>Development:</b> Elaborates on and articulates the reason, effect, or meaning of evidence, examples, and assertions.			
Develops compelling, logical progression of commentary and analysis about the definition; considers other perspectives; responds to/defends against them. Integrates and makes effective, insightful use of visual explanation.	Develops a plausible progression of commentary and analysis about the definition; attempts to consider other perspectives; responds to/defends against them. Integrates and makes use of visual explanation.	Offers an obvious or flawed progression of commentary and analysis about the definition; minimal or no consideration of other perspectives; little or no response to/defense against them. Includes and attempts to make use of visual explanation.	Offers no substantive or coherent commentary or analysis about the definition; does not consider other perspectives or respond to or defend against them. Does not include or use visual explanation.
<b>Organization:</b> Organizes ideas and details for in light of audience, occasion, purpose.			
Uses a variety of organizational patterns and strategies, transitional words and phrases, to emphasize/clarify ideas within/between paragraphs.	Uses several organizational patterns and strategies, transitional words and phrases, to emphasize/clarify ideas within/between paragraphs.	Uses few organizational patterns and strategies, transitional words and phrases, to emphasize/clarify ideas within/between paragraphs.	Uses no organizational patterns and strategies, transitional words and phrases, to emphasize/clarify ideas within/between paragraphs.
<b>Style:</b> Uses stylistic elements and rhetorical strategies to achieve intended effects and stated purpose (to explain or persuade).			
Uses a variety of sophisticated and effective rhetorical strategies; uses precise, powerful words that create a distinctive voice.	Uses a variety of effective rhetorical strategies; uses words that give the writing a voice.	Makes an effort to use some rhetorical strategies; uses words that offer the hints of a voice.	Uses no or inappropriate rhetorical strategies; uses plain or ineffective words that achieve no voice.
<b>Conventions:</b> Observes appropriate conventions of grammar, usage, document format.			
Observes all conventions of standard written English—including tense, agreement, parallelism—and MLA format.	Observes most conventions of standard written English—including tense, agreement, parallelism—and MLA format.	Observes some conventions of standard written English—including tense, agreement, parallelism—and MLA format.	Observes few conventions of standard written English—including tense, agreement, parallelism—and MLA format.
<b>Documentation:</b> Cites and uses sources accurately and ethically, and follows recognized citation guidelines (e.g., MLA).			
Uses source materials ethically and accurately, quoting all sources correctly and in context; cites sources using MLA guidelines.	Uses source materials ethically and accurately, quoting most sources correctly and in context; cites most sources using MLA guidelines.	Uses source materials inconsistently or inaccurately, quoting some correctly or in context; cites sources incorrectly using MLA guidelines.	References no source materials, quoting few or none correctly or in context; cites no sources or does so incorrectly using MLA guidelines.
<b>Requirements:</b> Include or do in your paper all that the assignment stipulates.			
Exceeds assignment requirements, which might include adding images/graphics, including more than requisite number of sources, writing more than required number of pages. Has WOW!	Does what the assignment requires in terms of elements, features, layout, length.	Does most of or nearly what the assignment requires in terms of elements, features, layout, length.	Does not complete or do what the assignment requires in terms of elements, features, layout, length.