**Directions: Write a short essay (3 paragraphs) answering the question: Should our world have one language?**

**Essay Must Include:**

* **Introduction**
* **Thesis Statement**
* **Three to Four Supporting Details for the Stand Taken**
* **Elaboration**
* **Essay should be paragraphed**
* **Transitioning words and phrases used to create logical flow**

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| CATEGORY | 4 - Above Standards | | 3 - Meets Standards | | 2 - Approaching Standards | | 1 - Below Standards | Score |
| Focus or Thesis Statement | The thesis statement names the topic of the essay and outlines the main points to be discussed. | | The thesis statement names the topic of the essay. | | The thesis statement outlines some or all of the main points to be discussed but does not name the topic. | | The thesis statement does not name the topic AND does not preview what will be discussed. |  |
| Support for Position | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader\'s concerns, biases or arguments and has provided at least 1 counter-argument. | | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |  |
| Evidence and Examples | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author\'s position. | | Evidence and examples are NOT relevant AND/OR are not explained. |  |
| Transitions | 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. |  |
| Closing paragraph | The conclusion is strong and leaves the reader solidly understanding the writer\'s position. Effective restatement of the position statement begins the closing paragraph. | | The conclusion is recognizable. The author\'s position is restated within the first two sentences of the closing paragraph. | | The author\'s position is restated within the closing paragraph, but not near the beginning. | | There is no conclusion - the paper just ends. |  |
| Grammar & Spelling | Author makes no errors in grammar or spelling that distract the reader from the content. | | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |  |
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