

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

Midterm Essay Evaluation

	Remedial 0	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
THEME	No theme is stated or implied throughout the essay that is connected to either novel.	Student states some elements of a theme but it is not applicable to any of the novels.	Student accurately states a theme, but it is unclear or not accurate to how it is common to TWO novels.	Student accurately states ONE theme that is common to TWO novels	Student clearly and accurately states ONE theme that is common to TWO novels.	
DISCUSSION OF THE PORTRAYAL OF THE THEME IN TWO NOVELS	Student offers very little to no discussion and development of how the theme is portrayed. There is no theme included and no evidence to prove any ideas. Very little insights are offered. The essay feels more like a collection of ideas or facts about the novels.	Student offers very little discussion and development of how the theme is portrayed. The theme does not relate to both novels and there is little evidence to prove the main ideas. There are many areas left out where the student could have offered more insights and connections.	Student offers some discussion and development of how the theme is portrayed. At times, the student does not relate the theme to both novels and uses weak evidence to prove the main ideas. There are several areas left out where the student could have offered more insights.	Student discusses and develops how the theme is portrayed in two novels using good evidence from the novels to prove their main ideas. There are some areas left out where the student could have offered more insights and connection.	Student clearly discusses and develops how the theme is portrayed in two novels using strong evidence from the novels to prove their main ideas.	
USE OF QUOTATIONS	Student poorly selects and uses one quotation from EACH novel or doesn't use quotations at all. If quotations are included, they do not support the Thesis. They are unrelated to the theme.	Student poorly selects and uses one quotation from EACH novel. The quotations do not support the Thesis and does not significantly add to the discussion of the theme.	Student selects and uses one or two quotations from EACH novel. The quotations somewhat support the Thesis but does not significantly add to the discussion of the theme.	Student appropriately selects and uses at least two quotations from EACH novel. For the most part, the quotations appropriately support the Thesis and positively adds to the discussion of the theme.	Student appropriately selects and uses at least two quotations from EACH novel that appropriately supports the Thesis and positively adds to the discussion of the theme.	
ORGANIZATION	There is no logical organization to the essay. The reader is frequently lost.	The essay is disorganized, but there are some elements of the MEAL PLAN included.	Some of the essay is organized according to the MEAL PLAN.	Most of the essay is organized according to the MEAL PLAN.	Entire essay is organized according to the MEAL PLAN.  Intro: A/G, S/P, C/I, T/S	

					Body: MEAL/C	
					Conclusion: Intro Rephrase Broad Generalization	
Mechanics	Grammar, spelling, punctuation, and handwriting have tremendous errors that consistently and severely interfere with the reading or understanding of the essay.	Grammar, spelling, punctuation, and handwriting have several errors that consistently interfere with the reading or understanding of the essay.	Grammar, spelling, punctuation, and handwriting have some errors that interfere with the reading or understanding of the essay.	Grammar, spelling, punctuation, and handwriting have few errors that mildly interfere with the reading or understanding of the essay.	Grammar, spelling, punctuation, and handwriting have very few errors that do not interfere with the reading or understanding of the essay.	

Final Score/comments: