

### Thesis Grading Rubric

	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
<b>Introduction</b>	The purpose of the unit is clearly stated. The key questions are included. The introduction is written in a manner that keeps the reader wanting to read more.	The purpose of the unit is clear; however, at least one of the questions is left out. The paragraph doesn't really catch the reader's attention.	The purpose may or may not be clear. The key questions are missing. The introduction lacks the ability to catch the reader's attention.
<b>Body ____ Paragraphs</b>	Each of the paragraphs that are to be included is included. Each of the questions is completely answered. The paragraphs transition nicely from one to the next.	Each of the paragraphs is included but the questions are not completely answered. The transitions are not as smooth as they should be.	At least one of the paragraphs is not included. Questions may not be answered. There are no transitions.
<b>Conclusion</b>	The conclusion clearly restates the purpose of the thesis statement. It has the "Hollywood" wrap up and the reader is still engaged. The reader is left with a lasting impression.	The purpose is restated, but the conclusion lacks that final punch for the reader. The reader is left feeling like it is unfinished or wanting more.	The purpose isn't clear or there isn't a conclusion. The reader is left wondering how the thought ends.
<b>Conventions</b>	The thesis statement is typed or written in cursive in blue or black ink. The paper has fewer than 5 spelling, grammar, capitalization, and punctuation errors. It is neat and readable.	The thesis is typed or written in cursive in blue or black ink. There are between 6 and 10 errors. The paper is readable.	There are more than 10 errors in the paper. The paper is written in pencil or manuscript. It is difficult to read the thesis.

### Self Reflection Grading Rubric

	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
<b>Assignment Listings</b>	The correct number of assignments is listed with 4 pages listed to support thesis.	The correct number of assignments is listed and the 4 pages are listed to support the thesis.	The number of assignments is off and/or the supporting pages are not listed.
<b>Paragraph 1</b>	Reasons listed are specific and clearly explained. What was learned was clearly stated.	Reasons are listed, but not explained.	Reasons are weak or not included. There is no thinking that went into the paragraph.
<b>Paragraph 2</b>	Explanation of why these pages support the thesis is clear. Specific examples are cited.	The explanation is brief and not very clear. No specific examples are shared.	There is no explanation for choosing the pages. No examples are shared.
<b>Paragraph 3</b>	Reflection on skills as a student is well thought out, thorough, and accurate.	Reflection is brief and not well thought through or accurate.	There is no reflection included.
<b>Paragraph 4</b>	Rating is well thought out and thorough. The grading is accurate.	Rating is included, but not explained. Grading may not be accurate.	There is no rating included.
<b>Paragraph 5</b>	The 3 questions are complete and accurate citing specific examples for each. Each answer is thorough and well thought out. Transitions nicely into a paragraph.	The three questions are answered but specific examples are not explained. Answers do not transition into one another easily.	Some answers may be missing. Questions are answered in list form and not written into a paragraph. No examples are listed.
<b>Conventions</b>	The thesis statement is typed or written in cursive in blue or black ink. The paper has fewer than 5 spelling, grammar, capitalization, and punctuation errors. It is neat and readable.	The thesis is typed or written in cursive in blue or black ink. There are between 6 and 10 errors. The paper is readable.	There are more than 10 errors in the paper. The paper is written in pencil or manuscript. It is difficult to read the thesis.