**Instructions**: Use this rubric to give feedback to a fellow classmate on their essay about fast food in America. Take your time to read the essay thoroughly, circle the main components that are missing, and use the notes section below to tell the student why you are giving credit or not for these elements.

|  |  |
| --- | --- |
| Grade 9/10 Writer: \_\_\_\_\_\_\_\_\_\_\_C/B:  | Critical Analysis EssayEnglish :: Summer Session :: Stoll |
|  *Your essay should have included the following components; any missing components have been bolded*  |
| **Form:** | **Content:** |
| * Develops and connects main argument using at least 2 body paragraphs
 | * A strong, direct main argument (thesis) that fully answers the prompt
 |
| * Effectively integrates quotations
 | * 2 pieces of evidence used per paragraph
 |
| * Precise usage of grammar/punctuation
 | * Unique commentary that expands upon the main argument
 |
| **Score for CONTENT: \_\_**  | **Score for FORM: \_\_** |
| ***NOTES:***  |

**Instructions**: Use this rubric to give feedback to a fellow classmate on their essay about fast food in America. Take your time to read the essay thoroughly, circle the main components that are missing, and use the notes section below to tell the student why you are giving credit or not for these elements.

|  |  |
| --- | --- |
| Grade 11/12 Writer: \_\_\_\_\_\_\_\_\_\_C/B: | Critical Analysis EssayEnglish :: Summer Session :: Stoll |
|  *Your essay should have included the following components; any missing components have been bolded*  |
| **Form:** | **Content:** |
| * Develops and connects main argument using at least 3 body paragraphs
 | * A strong, direct main argument (thesis) that fully answers the prompt
 |
| * Includes integrated quotations that offer effective transitions between evidence
 | * 2 pieces of evidence used per paragraph
 |
| * Precise usage of grammar/punctuation
 | * Unique commentary that expands upon the main argument
 |
| **Score for CONTENT: \_\_**  | **Score for FORM: \_\_** |
| ***NOTES:***  |