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|  | **4** | **3** | **2** | **1** |
| **Format** | Essay follows MLA format for heading, header, title perfectly or with very minor errors. | Essay follows format for heading, header and title but with a few errors (spacing, centering, size, special characters, etc.) | Essay attempts to follow format for heading, header and title but with major errors (spacing, centering, size, special characters, etc.) | Essay does not attempt to follow format for heading, header and title and may be missing several of these components (spacing, centering, size, special characters, etc.) |
| **Introduction** | The introduction signals what the paper is going to be about--identifies person interviewed, the relationship to them, the year they were in 8th grade, and where they grew up. | The introduction is missing one or two important pieces of information. | The introduction is missing more than two pieces of information. | The introduction is missing more than two pieces of information or lacks and/ orany background information. |
| **Thesis Statement** | Concise thesis statement is the last sentence in the introduction paragraph. Statement explicitly references fashion, technology and entertainment as well as the “take away” message | Concise thesis statement is the last sentence in the introduction paragraph. Statement references fashion, technology and entertainment as well as the “take away” message but could be worded better | Thesis statement is misplaced. Statement may forget to reference fashion, technology and entertainment or the “take away” message | Thesis statement is missing or misplaced. Statement may not reference fashion, technology and entertainment or “take away” message |
| **Specific Examples/**  **Content** | Each paragraph contains only vivid, specific examples from the interview, which enhance reader understanding of the era (brands, color descriptions, functions, titles, etc.) | Each paragraph contains several specific examples from the interview which enhance reader understanding of the era | Each paragraph contains many general examples from the interview and/or Google which could be fine-tuned to enhance reader understanding of the era | Each paragraph contains very vague examples which author may have “Googled” or seem made up and/or do not enhance reader understanding of the era |
| **Conclusion** | The conclusion begins with a solid topic setnece, reflects on the experiences of the person being interviewed, notes the biggest difference between experiences in 8th grade, and describes with time period would be preferred. It flows logically. | The conclusion is present but is missing one or two important pieces of information. It still flows logically. | The conclusion is missing more than two important pieces of information. It doesn’t quite flow logically. | The conclusion is missing more than two pieces of information. It is too vague or doesn’t flow logically. |
| **Grammar** | Essay contains correct usage of comma usage (FANBOYS) and no more than one run-on sentence | Essay contains nearly all correct comma usage (FANBOYS) and/or no more than two or three run-on sentences | Essay contains some correct comma usage (FANBOYS) and/or four to five run-on sentences | Essay contains many errors in correct comma usage (FANBOYS) and/or more than five run-on sentences |
| **Vocabulary/Word Choice** | Essay never utilizes the word “thing,” “stuff,” or “you”(you--except in the hook) | Essay occasionally utilizes the word “thing,” “stuff,” or “you” (you--except in the hook) (1-3 times) | Essay often utilizes the word “thing,” “stuff” or “you” (you--except in the hook)  (4-5 times) | Essay way over utilizes the word “thing,” “stuff” or “you” (you-except in the hook)  (6+ times) |