 Success Criteria for a Paper 1

|  |  |  |  |
| --- | --- | --- | --- |
| **On Target**  **Wow!** | **Getting there** | **Working on it** |  |
| **Introduction** | My introduction begins with a statement that introduces the main idea/topic of both texts. |  |  |  |  |
| I have made a precise statement about the purpose of each text using active verbs. |  |  |  |  |
| I have clearly identified a specific audience and text type for each text. |  |  |  |  |
| I have provided a clear sense of context for both texts - temporal, social, historical, cultural. |  |  |  |  |
| My thesis statement contains a clear thematic argument about both texts. |  |  |  |  |
| **Paragraphs** | My topic sentences are effective – about both texts, contain a strong verb, outline a debatable opinion about the texts. |  |  |  |  |
| My quotations and analysis support the arguments in the topic sentences |  |  |  |  |
| I have identified a wide range of literary, structural, and visual features. |  |  |  |  |
| My analysis follows a clear PEA structure: I have made a point, identified an example, and analyzed the language in the example. |  |  |  |  |
| I have analyzed how the effect of the quotation is relevant to the purpose and main ideas of the texts. |  |  |  |  |
| I have described the effect of significant quotations: the intended effect on the audience, what it helps the reader to understand/visualize, and how the reader is positioned to respond/feel. |  |  |  |  |
| I have identified key and relevant similarities and differences between the texts. |  |  |  |  |
| I have used connective words and phrases to compare and contrast the ideas and stylistic features of the two texts. |  |  |  |  |
| **Conclusion** | I have evaluated the effectiveness of each text. |  |  |  |  |
| I have drawn conclusions that move beyond the two texts. |  |  |  |  |
| **Organization and Development** | Essay is organized with a clear introduction, body, and conclusion. |  |  |  |  |
| When I pull out my topic sentences I see clear development of the thesis statement. |  |  |  |  |
| My paragraphs are balanced with equal analysis and examples from both texts. |  |  |  |  |
| I have integrated quotations into the sentences. |  |  |  |  |
| **Language** | My vocabulary is varied, sophisticated, and relevant to the topic. |  |  |  |  |
| I have used a range of sentence types and sentence starters. |  |  |  |  |
| I have limited grammatical and punctuation errors that do not disrupt the meaning of the essay. |  |  |  |  |

|  |  |
| --- | --- |
| Criterion | |
| A: Understanding of text (similarities and differences in context, purpose, well-chosen references to the text) |  |
| B: Understanding of the use and effects of stylistic features |  |
| C: Organization and development (well-balanced, coherent, and effective structure) |  |
| A: Language (clear and effective, carefully chosen and precise; high degree of accuracy in language mechanics; register and style |  |