**Edwards’ Sermon: Summative Essay Assessment**

Jonathan Edwards' "Sinners in the Hands of an Angry God” relies heavily on literary devices to portray his message. Analyze how the use of these devices helped Edwards to forward his message, or theme.  Examine the roles that fear and persuasion had within the country, as well as the changes that the work inspired. Using your copy of the selection from the textbook, choose at least two pieces of textual evidence from the selection to support your findings and be sure to document author and page number, (Edwards 99) for example, for each quote.  *You’re welcome to copy/paste the work cited page.*

**Your****Complete Graphic Organizer, Handwritten Rough Draft, and Works Cited Page are 10 points each!**

**Don’t forget that standard MLA for a formal typed essay includes Times New Roman, 12 pt. font, a complete header aligned left followed by a centered title, present tense, paragraph indentions, double-spacing, parenthetical citations, and a separate works cited page. Failure to adhere to these standard rules will result in a lower grade!**

**Due Date: Tuesday, August 27 by 5PM. It is 10 points for each day late if not turned in by 5PM on August 27th.**

NPHS Writing Rubric 2017-2018

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Scoring Elements** | **Does Not Meet** | | **Partially Meets** | | | **Meets Standards** | | **Exceeds Standards** | |  | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | 4 | Score |
| **Thesis/**  **Claim** | * No clear thesis statement * Claims/Topic sentences do not address the prompt * Lacks focus/off-topic |  | | * Thesis is too broad or too narrow * Claims/Topic sentences partially address the prompt * Focus is uneven/partially off-topic |  | | * Thesis provides focus for paper * Claims/Topic sentences address most aspects of the prompt * Paper remains on-topic |  | * Thesis statement is original and insightful * Claims/Topic sentences address all aspects of the prompt * Focus on thesis is evident throughout entire paper |  |
| **Evidence/**  **Support** | * Support is vague or off-topic * Support does not address the prompt * Evidence does not support the thesis statement |  | | * Support is evident but lacks sufficient details * Support partially addresses the prompt * Evidence may be inappropriate, insufficient, or unconvincing |  | | * Support is well-developed with specific details * Support addresses most aspects of the prompt * Evidence used is appropriate and sufficient |  | * Support is insightful with logical details * Support addresses all aspects of the prompt * Evidence is sufficient, appropriate and convincing |  |
| **Commentary/**  **Analysis** | * Commentary/analysis is not evident * Analysis does not address the prompt * Commentary does not clarify the connection between the evidence, claim or thesis |  | | * Commentary/analysis is vague or underdeveloped * Analysis partially addresses the prompt * Commentary attempts to clarify the connection between the evidence, claim or thesis |  | | * Commentary/analysis is relevant and developed * Analysis addresses most aspects of the prompt * Commentary makes a connection between the evidence, claim or thesis |  | * Commentary/analysis is original or insightful * Analysis addresses all aspects of the prompt * Commentary makes multiple connections between the evidence, claim or thesis |  |
| **Organization** | * Attempts to organize ideas * Organization is confusing * Provides no transitional words/ideas |  | | * Shows partial or minimal evidence of organization * Organization is simplistic * Provides minimal transitional words/ideas |  | | * Shows appropriate evidence of organization * Organization is logical * Provides necessary transitional words/ideas |  | * Shows well-developed organization * Organization is intentional and enhances the flow of ideas * Provides effective transitional words/ideas |  |
| **Style** | * Shows no awareness of audience * Diction and syntax are basic and show lack of variety * Author’s voice is not evident |  | | * Shows partial awareness of audience * Diction and syntax shows some skill and variety * Author’s voice is generic |  | | * Shows awareness of audience * Diction and syntax show skill and variety * Author’s voice is present |  | * Shows awareness of audience/ caters to the audience by using a variety of techniques * Diction and syntax show skill and variety that enhance meaning * Author’s voice is fully developed |  |
| **Conventions** | * Excessive errors in grammar, usage and mechanics * Mistakes make overall meaning confusing * Shows no understanding of MLA format/citations |  | | * Frequent errors in grammar, usage and mechanics * Mistakes hinder overall meaning * Shows partial understanding of MLA format/citations |  | | * Some errors in grammar, usage and mechanics * Mistakes do not hinder meaning * Shows knowledge of MLA format/citations |  | * Few errors in grammar, usage and mechanics * Grammar, usage and mechanics enhance meaning * Shows complete knowledge of MLA format/citations |  |
| Scoring Scale | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1=23% | 2=27% | 3=31% | 4=35% | 5=39% | 6=43% | 7=47% | 8=51% | 8=55% | 10=59% | 11=63% | 12=67% | | 13=68% | 14=70% | 15=72% | 16=75% | 17=77% | 18=81% | 19=85% | 20=88% | 21=90% | 22=93% | 23=96% | 24=100% | | \*\*\* Use the scores provided, which have been scaled. | | | | | | | | | | | | | | | | | | | | |  |

**Clarification on using the High School Writing Rubric:**

Each bullet point on the rubric should be evaluated separately. For example: in Conventions a student can have few grammar errors but show minimal understanding of MLA formatting. That student’s grade for the Conventions category would then be a 2.5. We should reward students for what they do well, not just penalize them for their mistakes. A student can have an excellent thesis sentence but have topic sentences that are not aligned to it. This student should not be only penalized for his mistake and be marked a 1; he should get credit for his excellent thesis and be marked a 2.5. Circle the parts in each box that apply. For example:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Thesis/**  **Claim** | * No clear thesis statement * Claims/Topic sentences do not address the prompt * Lacks focus/off-topic |  | * Thesis is too broad or too narrow * Claims/Topic sentences partially address the prompt * Focus is uneven/partially off-topic |  | * Thesis provides focus for paper * Claims/Topic sentences address most aspects of the prompt * Paper remains on-topic |  | * Thesis statement is original and insightful * Claims/Topic sentences address all aspects of the prompt * Focus on thesis is evident throughout entire paper | 3 |

If a student is hand writing an essay using evidence, proper citation is marked as a part of Conventions, yet the evidence itself is marked as Evidence/Support. Again, an MLA mistake in an otherwise mistake free paper would not warrant a “does not meet”.