**Education: Paradigm Shift**

**What is the most important aspect of school life that most people completely misunderstand?**

**Include…**

* + **two personal stories**
  + **4+ pieces of research**
  + **What your action step taught you**

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|  | Exceeds | Meets | Approaches | JB |
| Intro | Compelling title and a hook (plus appr.) | Attempts a compelling title and a hook (plus appr.) | Has author, title, a thesis |  |
| Thesis | Clear, focused & insightful—most readers would not notice this | Clear and focused | Not quite clear OR not quite focused enough |  |
| Body paragraphs | Clear and focused topic sentences; concluding sentences that pull the paragraph together; deliberate organization | Clear and focused topic sentences; concluding sentences that pull the paragraph together; effective organization | Mostly clear topic sentences; many concluding sentences; somewhat effective organization |  |
| Evidence | Specific and on point; high quality choices; a wide variety of “sources”; integrated smoothly; persuasively explained | Specific and on point; some high quality choices; some variety of “sources”; integrated effectively; explained | Mostly on point; some variety of “sources”; usually integrated effectively; explained |  |
| Conclusion | Pulls the paper together and answers the so what question powerfully; provokes thought in the reader | Pulls the paper together and attempts to address the so what question | Pulls the paper together: restates thesis and key evidence |  |
| Language | Clear, correct, varied, deliberate use of sentences for rhetorical effect; virtually no mechanical errors | Almost all clear, correct, & varied; a few mechanical errors | Largely clear and correct; somewhat varied; occasional mechanical errors |  |