

English III Final Exam Prompt

During the period from the early 1900's to the present, the American Dream has undergone many transformations. From the early immigrants, through the Harlem Renaissance, and during the Modernistic Period, authors have recounted the trials and tribulations of those pursuing the American Dream.

After reflecting on the authors and selections from American Literature, you will choose three that support your stance on this question: Is the American Dream worth pursuing?

Be sure to include direct quotes and/or specific examples from various texts you have read this semester.

As you write, remember your essay will be scored based on how well you:

- *develop a multi-paragraph response to the assigned topic that clearly communicates your thesis to the audience.
- *support your thesis with meaningful examples and references from the text, carefully citing any direct quotes.
- *organize your essay in a clear and logical manner, including an introduction, body, and conclusion.
- *use well-constructed sentences and language that are appropriate for your audience.
- *use third person point of view
- *edit your work to conform to the conventions of standard American English.

English 3 Final Exam Essay Rubric: Spring 2008

	6 or A	5 or B	4 or C+	3 or C	2 or D	1 or D-
Prompt	<ul style="list-style-type: none"> • Clear understanding of prompt • Maintains focus 	<ul style="list-style-type: none"> • Clear understanding of prompt • Maintains focus 	<ul style="list-style-type: none"> • Mostly clear understanding of prompt • Focus maintained throughout most of the essay 	<ul style="list-style-type: none"> • Some understanding of prompt • Focus is a bit too general 	<ul style="list-style-type: none"> • Weak understanding of prompt • Focus is too general 	<ul style="list-style-type: none"> • Little or no understanding of prompt
Position	<ul style="list-style-type: none"> • Takes a clear and strong position on the issue 	<ul style="list-style-type: none"> • Takes a clear position on the issue 	<ul style="list-style-type: none"> • Takes a general position on the issue 	<ul style="list-style-type: none"> • Takes a general position on the issue 	<ul style="list-style-type: none"> • Does not take or maintain a position on the issue 	<ul style="list-style-type: none"> • Limited or no position
Development	<ul style="list-style-type: none"> • Recognizes complexity of the issue • Examines different perspectives OR responds fully to counterargument(s) • Ample & logical development of all ideas 	<ul style="list-style-type: none"> • Partially recognizes complexity of the issue • Some examination of different perspectives OR partial response to counterargument(s) • Ample & logical development of most ideas 	<ul style="list-style-type: none"> • Somewhat recognizes complexity of the issue • Limited examination of different perspectives OR some response to counterargument(s) • Ample or logical development of some ideas 	<ul style="list-style-type: none"> • Limited recognition of complexity of the issue • Recognition of counterargument, but brief or unclear development • Limited development; may be repetitive 	<ul style="list-style-type: none"> • Little to no recognition of complexity of the issue • Little or no counterargument • Thin development; repetitive and potentially irrelevant support 	<ul style="list-style-type: none"> • No recognition of complexity of the issue • No counterargument • Minimal development; excessively repetitive
Organization	<ul style="list-style-type: none"> • Clear and logical organization • Transitions integrated into essay 	<ul style="list-style-type: none"> • Clear organization • Simple or obvious transitions integrated into essay 	<ul style="list-style-type: none"> • Clear but predictable organization • Simple or obvious transitions integrated into essay 	<ul style="list-style-type: none"> • Organized paragraphs within essay, but overall essay lacks clear or specific organization • Only some transitions integrated into essay 	<ul style="list-style-type: none"> • Limited organization or grouping of ideas • Transitions, if used, may be too simple or inappropriate 	<ul style="list-style-type: none"> • Little or no organization or grouping of ideas • Transition rarely used
Introduction	<ul style="list-style-type: none"> • Effective, well-developed intro 	<ul style="list-style-type: none"> • Effective intro 	<ul style="list-style-type: none"> • Clear but only somewhat developed intro 	<ul style="list-style-type: none"> • Apparent but undeveloped intro 	<ul style="list-style-type: none"> • Apparent but minimal intro 	<ul style="list-style-type: none"> • No intro
Conclusion	<ul style="list-style-type: none"> • Effective, well-developed conclusion 	<ul style="list-style-type: none"> • Effective conclusion 	<ul style="list-style-type: none"> • Clear but only somewhat developed conclusion 	<ul style="list-style-type: none"> • Apparent but undeveloped conclusion 	<ul style="list-style-type: none"> • Apparent but minimal conclusion 	<ul style="list-style-type: none"> • No conclusion
Grammar/Mechanics	<ul style="list-style-type: none"> • Good command of language • Varied sentences & precise word choice • No distracting errors 	<ul style="list-style-type: none"> • Competent use of language • Somewhat varied sentences & word choice • Few distracting errors 	<ul style="list-style-type: none"> • Adequate use of language • Somewhat varied sentences & word choice • Some distracting errors without reduction of understanding 	<ul style="list-style-type: none"> • Basic control of language • Limited variety of sentence & word choice • Distracting errors with possible reduction of understanding 	<ul style="list-style-type: none"> • Little control of language • Simple sentences & word choice • Frequent & distracting errors with reduction of understanding 	<ul style="list-style-type: none"> • Little control of language • Simple sentences & word choice • Frequent & distracting errors with significant reduction of understanding