**Career Paper Introduction**

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|  | **4** | **3** | **2** | **1** | **0** |
| **Grabber** | Grabber attracts the reader’s attention by clarifying the author’s Self-Directed-Search code(s) and the career clusters that matched these personality types. | Grabber somewhat attracts the reader’s attention. Both the Self-Directed-Search code(s) and the career clusters that matched these personality types are mentioned, but the connection between the two needs strengthening. | Grabber is present, but it has the potential to lose the audience’s interest. Either the Self-Directed-Search code(s) OR the career clusters that matched these personality types are mentioned, but not both. | Grabber is present, but it loses the audience’s interest. Either the Self-Directed-Search code(s) OR the career clusters that matched these personality types are mentioned, but it is done so in an abrupt manner. | Grabber is unclear and/or missing. |
| **Focus Statement** | Focus statement clearly identifies the career that this paper will focus on. | Focus statement somewhat restates the assignment in its entirety. | Focus statement does not seem to directly address a specific career. | Focus statement does not address a specific career. | Focus statement is unclear and/0r missing. |
| **Thesis Statement** | Thesis statement clarifies that this paper will explain the steps needed in order to become employed in a particular career. | Thesis statement mentions that the paper will discuss the career, but it does not make clear that this will be a guide on how to become employed in that field. | Thesis statement mentions that the paper will discuss the steps to becoming employed in that field; however, it is stated in a manner that is too direct. | Thesis statement does not indicate that this research paper will be about a specific career. | Thesis statement is unclear and/or missing. |
| **Relationship Between Ideas** | All sentences in the intro relate clearly to each other. |  | Sentences in the intro may seem slightly unrelated. | Sentences in the intro are unrelated. | The connection between the grabber, focus statement, and thesis statement is unclear. |
| **Conventions** | Student makes no errors in spelling, punctuation (not commas), or grammar. | Student makes less than 3 errors in spelling, punctuation (not commas), and grammar. | Student makes less than 2 errors in each of the following: spelling, punctuation (not commas), & grammar (max of 6 errors). | Student makes errors in only one of the following categories: spelling, punctuation (not commas), or grammar. | Numerous errors distract the reader. |
| **MLA** | Flawless format |  | MLA format is attempted. |  | MLA is disregarded |
| **Citations** |  |  |  | WISCareers was used as a source of information and the paraphrasing is accurately cited. | Either WISCareers was not used as a source of information OR paraphrasing is incorrectly cited. |