

	Advanced (5) = 100 pts Revised 7/5/16	Proficient (4) = 90pts	Basic (3) = 80 pts	Below (2) = 70 pts	Far Below (1) = 60pts Attempts 2 paragraphs
Identifies a theme (Will be your thesis)	All that a 4 is + <ul style="list-style-type: none"> Insightful & original Focuses on the significance, far-reaching consequences or implications of the message Uses sophisticated language and sentence structure 	<ul style="list-style-type: none"> Writes a clear universal message (applying to most people) that expresses a connection between multiple topics and includes the conditions upon which the message is true. Theme focuses on topics that are the key subjects of the passage and can be supported with thorough evidence from the text. 	Writes a message about a single topic that is a key subject of the text, but message is... <ul style="list-style-type: none"> simplistic (People will do anything to survive.), obvious (It's wrong to hurt others), or a cliché (What goes around, comes around. Money doesn't bring happiness.) vague (Fear causes people to change). 	Identifies a topic related to the text, however, message . . . <ul style="list-style-type: none"> is about specific characters or events. Is unclear (ie. The theme of this passage is survival. How to overcome obstacles growing up.) is not what most of the text is about. has minor misinterpretations of the text. 	Writes a summary or fact about the text OR Has significant misunderstandings about the text.
Organization	<ul style="list-style-type: none"> All parts of the essay work together to support the claim. Has an engaging, original attention getter that connects to claim and an overall effective intro & conclusion. Arranges arguments, reasons & evidence effectively and persuasively. Uses words, phrases & sentences as transitions to guide reader through ideas and link all parts of the text (ie. closing clinchers at the end of paragraphs which lead into the next, conclusion hints back to hook, etc.) 	<ul style="list-style-type: none"> Major parts of the essay work together to support the claim. Has an attention-getter that connects to the thesis and all necessary elements of an intro & conclusion. Order of ideas is logical (ie. order of body paragraphs and key points in each paragraph make sense, etc.) Uses a variety of transitions to help reader follow ideas within each paragraph as well as writing as a whole. Topic sentences work together to fully address all parts of the thesis. 	<ul style="list-style-type: none"> Contains all major parts of the essay with an overall structure that is aligned with the claim. Introduction and/or conclusion is simplistic or underdeveloped Uses simple transitions (To begin with, another, finally, etc.) primarily in topic sentences. Topic sentences restate thesis. 	<ul style="list-style-type: none"> Contains most parts of essay and attempts to group ideas that are related into separate paragraphs. Lacks a clear beginning or ending. Connection between ideas and topics sentences or thesis is not always clear Topic sentences only vaguely reference thesis 	<ul style="list-style-type: none"> Missing key parts of essay No purposeful organization or logical arrangement of ideas Topic sentences are facts.
Evidence / Context	All that a 4 is + <ul style="list-style-type: none"> Thesis is supported with thorough amount of evidence. Includes only the most significant portion of the quote. Context is carefully chosen to support topic sentences & thesis 	<ul style="list-style-type: none"> All portions of thesis are supported with evidence. Chooses quotes that reflect style and relevance to theme. Selects most critical portion of the text as evidence to support topic sentences. Evidence includes context that is relevant and necessary to understand quote. 	<ul style="list-style-type: none"> Only a portion of the thesis is supported with evidence. Chooses quotes that reflect style OR relevance to theme. Evidence could be better chosen. Some relevant context is provided, however, is incomplete 	Attempts to support thesis and topic sentences with evidence, however, <ul style="list-style-type: none"> Chooses quotes which are not relevant to theme or style (ie. incorrectly identifies the stylistic device) Context is not included or missing critical information (repeats what quote says) Minor confusion about the text. 	Does not include evidence OR has significant misunderstandings about the text
Analysis / Commentary	<ul style="list-style-type: none"> Elaborates in depth about how stylistic devices support the theme. Identifies the significance of the quote in relationship to the scene May consider more than one effect of a stylistic device or discuss how two or more stylistic devices work together. 	<ul style="list-style-type: none"> Discusses how at least two stylistic devices contribute to theme extending beyond what the text says Discusses specific words related to the stylistic device (ie. points out similarities between what is being compared, connotations, which words are opposites, etc.) and connects these ideas to the meaning of the quote and scene they are in 	Discusses how 1-2 stylistic devices are used extending beyond what the quote or text says, however . . . <ul style="list-style-type: none"> Discusses specific words and phrases related to the stylistic device, but not their effect (ie. points out connotations but not the significance of the connotation). Connection between the stylistic device and theme is unclear. 	Discusses at least 1 stylistic device, however <ul style="list-style-type: none"> analysis mostly repeats context or what is already stated in the quote or topic sentence analysis is really a summary of the text analysis is obvious (ie. "The author repeats this phrase to stress an idea" or "Uses this imagery to create a picture for the reader.") has minor confusion about the text. does not comment on theme 	Does not comment on style or theme OR Has significant misunderstandings about the text.
Writing Style, Language & Mechanics	<ul style="list-style-type: none"> Uses a formal style and tone Precise and engaging choice of words. Effective use of stylistic devices. Meaningful variety in sentence structure (ie. rhetorical questions). Mostly error free. 	<ul style="list-style-type: none"> Uses a formal style and tone Has appropriate and some variety in both vocabulary and sentence structure. Has minor errors which can be easily corrected (ie. location of period inside quotes instead of after page number). 	<ul style="list-style-type: none"> Has adequate but inconsistent use of language, using generally appropriate vocabulary and some variety in sentence structure Contains frequent errors but overall, do not interfere with reader's understanding 	<ul style="list-style-type: none"> Talks about self (In my opinion) OR parts of the essay (this essay is about, this quote shows, etc.) Uses informal language, slang, abbreviations Overly general or repetitive vocabulary Sentence structure lacks variety. Errors continuously interrupt reader's train of thought or cause confusion. 	Severe errors in sentence structure, spelling and word choice which make the essay very difficult to understand. Little to no use of punctuation & capitalization.

