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| --- | --- | --- | --- | --- |
|  | Does Not Meet 1 | Partially Meets-2 | Meets-3 | Exceeds-4 |
| **CC.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | | |
| **Structure: x2** | Essay lacks thesis  Essay is incomplete or has limited paragraphing  The essay does not return to thesis | Thesis/Prompt is confusing, ambiguous, or does not present an original thought. Only part of the prompt is addressed  Essay is fragmented and sometimes lacks structure  Conclusion is minimal and does not provide closure for the essay | Thesis/purpose addresses the entirety of the prompt and is properly formed  Basic essay structure with solid transitions.  Conclusion revisits thesis and closes the paper | Essay has a solid thesis/purpose and presents an original thought/concept based on analysis and originality of thought.  All aspects of the prompt are addressed  Writing is structured and paragraphing flows well- showing a mastery of transitions  Conclusion returns to thesis with it restated and effectively closes paper in a thought-provoking manner |
| **Language:** | The essay summarizes and the language is simplistic.  Voice is underdeveloped  Vocabulary detracts from essay | Essay has facts and opinions but lacks depth in each  Voice is present but detracts from essay because of informality  Vocabulary attempts to enhance essay, Vocabulary could be more widely used | Essay relies on fact and opinion and attempts to blend the two  Voice is conveyed through well-developed thoughts  Vocabulary is effective | Writing blends, facts, opinions, and analysis while integrating reasoning. This shows autonomy and curiosity of thought as well as a grasp of abstract concepts.  Voice is advanced and serves to connect the reader  Vocabulary is advanced and adds dimension to writing. |
| **CC.R.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific**  **details; provide an objective summary of the text.**  **CC.R.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or** | | | | |
| **Content: x2** | The supporting details are listed and/or are not explained, details are limited and/or irrelevant  There are no quotes or quotes are used as filler, listed, dropped, or irrelevant.( | Essay’s evidence is sometimes irrelevant or not explained. Essay lacks sufficient evidence to support purpose.  Direct quotes are misplaced or un-explained. Essay lacks enough quotes to support purpose. | Essay includes examples that connect the purpose to supporting evidence  Direct quotes/dialogue (when applicable) enhance the essay. Quotes are well integrated. | Essay seamlessly incorporates examples to enhance impact. Examples include synthesis of prior knowledge and experience. Connections are made on an abstract level.  Direct quotes/dialogue enhance the essay and are well embedded (when applicable). They are golden pieces of text that bring the essay to the next level. They seek to illuminate rather than just show. |
| **Analysis: x2** | Analysis is missing | Analysis merely restates the prompt and provides no depth or insight | Analysis attempts to find a common thread (characterization, conflict, mood, symbolism, etc) and avoids plot driven summary. Analysis connects to thesis and support | Author finds a common thread (characterization, conflict, mood, symbolism, etc) which is used as a foundation and is threaded through tthesis and support. Analysis goes beyond surface and looks at deeper implications of the text. |

**Clarity**

*Paragraphing*

Structure 1 2 3 4 5

Transitions 1 2 3 4 5

*Direct Quotes*

As support 1 2 3 4 5

Transitions 1 2 3 4 5

*Sentence Structure*

Word Choice 1 2 3 4 5

Punctuation 1 2 3 4 5

*MLA Citation* 1 2 3 4 5