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|  | Does not Meet (0-1) |  Partially Meets (2) | Meets (3) | Distinguished (4) |
| **CC.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
| Structure | Essay lacks purpose or is confusing, ambiguous or does not present an original thought. Essay fails to answer prompt.Essay is incomplete or has limited paragraphing, or fragmentedThe essay does not return to thesis and conclusion is minimal, providing little closure | Purpose restates prompt without presenting an original thought. Essay only partially answers the prompt.Structure is rigid and transitions are basic (next, secondly, etc)Conclusion merely restates thesis | Essay has a solid purpose and presents an original thought/concept based on analysis. All aspects of the prompt are met. Basic essay format- everything is in order and flows from mainstream essay structureConclusion returns to thesis and effectively closes paper while presenting an original thought to keep the reader thinking.  | Essay’s purpose is advanced and shows originality of thought based around a range of analyses and syntheses. Purpose shows abstract reasoningEssay format is advanced with multiple layers. It is not bound by the confines of mainstream writing-its form is as fluid and meaningful as the content. Conclusion causes the reader to think further on the topic- driving home the point through a unique and thought-provoking manner.  |
| Language | The essay summarizes and the language is simplistic. It has facts and opinions but lacks depth in eachVoice is underdeveloped or detracts from essay. Voice is informal.Vocabulary detracts from essay  | Essay relies heavily on either fact or opinion without blending the twoVoice is present but lacks development. Voice tends to move towards informal. Vocabulary could be more widely used | Essay blends facts, opinions, and textual evidence; their use is explained through analysis. Voice is conveyed through well-developed thoughts and language. Voice is appropriate to task at hand. Vocabulary is effective and enhances the essay | Essay seamlessly 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 is used to enhance the essay- its presence connects the reader to the content serving as a guide and teacher. Vocabulary is advanced and adds dimension to the essay.  |
| **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 purpose.**  |
| Content | The supporting details are listed and/or are not explained, details are limited and/or irrelevantThere 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 evidenceDirect 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 | Analysis is missing or merely restates the prompt and provides no depth or insight | Analysis is purely plot driven | Author finds a common thread (characterization, theme, conflict) which is used as a foundation through the thesis and support | Common thread is advanced and is referenced throughout the essay. The thread is connected and serves to illuminate the argument. This shows high reasoning, analytical skills, and application of abstraction. The thread is neither too blatant nor too ambiguous, instead it guides the reader gently towards the conclusion of the purpose.  |