



	A+(100-95) / A(94-90)	B+(89-85) / B (84-80)	C+(79-75) / C(74-70)	D (69-65)
Meaning: the extent to which the thesis exhibits sound understanding, interpretation and analysis of the writing task and the text(s)	-Thesis offers compelling /insightful argument that is debatable, relates to and answers the question asked. -Depth of analysis indicates a correct, close reading of text and offers insightful/thorough connections.	-Thesis offers a precise/clear argument that is debatable, relates to and answers the question asked. -Depth of analysis indicates a correct, close reading of text and offers appropriate/accurate connections.	-Thesis offers an adequate/unclear argument that is not debatable but relates to and answers the question asked. -Depth of analysis indicates a correct reading of text and offers literal/vague connections.	-Thesis is incomplete/missing and/or does not answer the question. -Depth of analysis indicates a misunderstanding of the text, and/or connections are unexplained.
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-Masterfully/skillfully uses appropriate, specific details of support and effective quotations which provide commentary on and explanation of significance as related to the thesis; applies correct use of literary terminology -Cogently/insightfully demonstrates differentiation and discernment; avoids plot summary	-Precisely/clearly uses appropriate, specific details of support and effective quotations which provide commentary on and explanation of significance as related to the thesis; applies correct use of literary terminology -Appropriately/accurately demonstrates differentiation and discernment; avoids plot summary	-Adequately/unclearly uses some appropriate details of support and quotations which provide commentary on and explanation of significance as related to the thesis; applies some correct use of literary terminology -Somewhat demonstrates differentiation and discernment; may rely on plot summary	-Inadequately uses details of support and quotations -Does not demonstrate differentiation and discernment; relies on plot summary
Organization: the extent to which the essay supports a clear thesis through direction, focus, and transitions	-Introductory paragraph moves from general ideas to specific thesis. -Seamless/skillful transitioning (including signal phrases) and masterful/skillful use of effective topic sentences create fluency; body paragraphs delineate validations in the order presented by the thesis; concluding sentences restate the significance of evidence in support of the thesis argument. -Compelling conclusion brings essay to a close and extends the argument.	-Introductory paragraph attempts to move from general ideas to a specific thesis. -Use of purposeful/sufficient transitions (including signal phrases) and topic sentences create fluency; body paragraphs delineate validations in the order presented by the thesis; concluding sentences restate the significance of evidence in support of the thesis argument. -Conclusion brings essay to a close and extends the argument.	-Introductory paragraph attempts to move from general ideas to a specific thesis. -Use of adequate/relevant transitions (including signal phrases) and topic sentences provide understanding; body paragraphs attempt to validate/support the assertion presented in the thesis; concluding sentences allude to/mention the significance of the thesis argument. -conclusion brings essay to a close that tries to extend the argument or does not extend the argument clearly	-Introductory paragraph does not move from general ideas to a specific thesis. -paragraphs lack adequate support, detail, and validation since there is not a clear thesis. -conclusion is vague and inadequate/inconsequential.
Language Use: the extent to which the writing reveals an awareness of audience and purpose through effective diction and sentence variety	-Style shows sophistication with an masterful/skillful command of sentence structure and precise diction; writes with original, insightful voice. -Demonstrates a sophisticated awareness of audience, with impressive/notable language choices; implements appropriate point of view deliberately	-Style shows a mature/proficient command of sentence structure and an effective use of diction; writes with original, thoughtful voice. -Demonstrates mature/proficient awareness of audience; understands appropriate implementation of point of view	-Style shows inconsistent/partial command of sentence structure and diction; writes with original, literal voice. -Demonstrates inconsistent/partial awareness of audience; inconsistently implements point of view	-Style shows an emergent command of sentence structure and diction; writes with original, developing voice. -Writing lacks awareness of audience and implementation of point of view.
Conventions of Language: the extent to which the writing adheres to MLA format, shows attention to legibility and evidence of revision(when appropriate)	-Demonstrates exceptional/masterful control of conventions with essentially no errors -In-depth and sophisticated implementation of teacher/ student-suggested improvements -Demonstrates exceptional/masterful use of MLA format	-Demonstrates mature/proficient control of conventions, with few errors -Revision shows an understanding of/includes the student/teacher suggested improvements -Demonstrates mature/proficient use of MLA format	-Demonstrates inconsistent/partial control of conventions, with frequent errors that somewhat hinder comprehension - Includes some revision based on student/ teacher suggested improvements -Demonstrates inconsistent/partial use of MLA format	Demonstrates emergent control of conventions, with frequent errors that make comprehension difficult -Does not include student/teacher suggested improvements -Demonstrates emergent use of MLA format

- An essay that shows evidence of plagiarism will be shared with administration for appropriate consequences.
- An essay that is totally unrelated to the task, illegible, or incoherent will fail.