Element	Strand	Criteria	1	2	3	4	5	6	7	8
Argument	Position	Thesis		Relevant thesis addresses the prompt; . most ideas are understandable.	Defensible thesis addresses the prompt; . ideas and writing are understandable.	Defensible thesis completely addresses the prompt; . thesis is clarified in scope; . ideas and writing are understandable.	Defensible and slightly nuanced thesis . encompasses the full breadth of assertions; . thesis is clarified in scope; . ideas and writing are clear.	Defensible and slightly nuanced thesis encompasses the full depth *and* breadth of assertions; . thesis is clarified in scope; . ideas and writing are clear.	Defensible, nuanced and appropriately comprehensive thesis encompasses the full depth *and* breadth of all claims and evidence; . thesis is clarified in scope; . ideas and writing are precise/ concise.	Defensible, nuanced, appropriately comprehensive and insightful thesis encompasses the full depth *and* breadth of all claims and evidence; . thesis is clarified in scope; . ideas and writing are precise/ concise.
		Assertions	Most assertions are present; most assertions are relevant to the prompt.	All assertions support the thesis; . sequence of assertions may be arbitrary . most ideas are understandable.	All assertions support thesis; . sequence of assertions may be arbitrary . some assertions are clarified in scope; . ideas and writing are understandable.	Defensible assertions support thesis; . sequence of assertions is intentional but may not effectively advance the argument . assertions are clarified in scope when necessary; . ideas and writing are understandable.	Defensible assertions provide distinct support for the thesis; . sequence of assertions is intentional but may not effectively advance the argument . assertions are clarified in scope when necessary; . ideas and writing are clear.	Defensible and complex assertions provide distinct support for the thesis; . sequence of assertions is intentional and logically advances the argument . assertions are clarified in scope when necessary; . ideas and writing are clear.	Defensible and complex assertions provide distinct support for the thesis; . sequence of assertions is intentional and logically advances the argument . assertions are clarified in scope when necessary; . ideas and writing are precise/ concise.	Defensible and complex assertions provide distinct support for the thesis; . sequence of assertions is intentional and logically advances the argument . assertions are clarified in scope when necessary; . ideas and writing are precise/ concise.
	Ideas	Quality	Most ideas/content are plausible and demonstrate basic interpretation.	Almost all ideas/content are reasonable and demonstrate accurate interpretation.	Almost all ideas/content are logically and accurately interpreted; . slight nuances are introduced.	Overall, ideas/content reveal a depth of understanding; . slight nuances are introduced.	Overall, ideas/content reveal strong depth of understanding; . a few key nuances are introduced.	Overall, ideas/content reveal insightful depth of understanding; . a few key nuances are slightly incorporated into the argument.	Overall, ideas/content reveal insightful depth of understanding and analysis; . key nuances are incorporated into the argument.	Overall, ideas/content reveal insightful and sophisticated depth of understanding and analysis; . key nuances are developed and incorporated into the argument.
		Substantiation		The position is the controlling idea.	The position is the controlling idea.	Overall, the position is mostly substantiated.	Overall, the position is mostly substantiated; . opposing viewpoints are anticipated and addressed when necessary.	Overall, the position is strongly substantiated; . opposing viewpoints are anticipated and addressed when necessary.	Overall, the position is strongly substantiated; . opposing viewpoints are anticipated and addressed when necessary.	Overall, the position is compellingly substantiated; . opposing viewpoints are anticipated and addressed when necessary.
	Organization	Structure	Most body paragraphs are present; . body paragraphs include most core components	Reasonable essay structure; . body paragraphs include almost all core components.	Reasonable essay structure; . body paragraphs include almost all core components; . introduction and conclusion present	Reasonable essay structure; . sequence of logical body paragraphs support thesis; . introduction and conclusion are appropriately structured.	Strong organizational structure moves the reader through the text; . sequence of paragraphs intentionally and logically advances the argument; . inviting introduction draws the reader in and conclusion provides a sense of closure.	Effective and intentional deviation from traditional structure results in strong substantiation; . sequence of paragraphs intentionally and logically advances the argument; . clear, inviting introduction draws the reader in and insightful conclusion provides a satisfying sense of resolution or closure.		
		Flow		Rough transitions are present between most ideas and evidence chunks.	Transitions are present between almost all ideas, evidence chunks, and paragraphs.	Transitions contribute to the general flow of ideas.	Effective transitions contribute to the general flow of ideas.	Smooth and effective transitions contribute to a logical flow of ideas.		

Element	Strand	Criteria	1	2	3	4	5	6	7	8
Evidence	Contextualization	Framing		Provides mostly reasonable, basic background of text/ content.	Provides mostly reasonable background of text/ content.	Provides primarily accurate, general background of text/ content.	Provides clear, sufficient background information of text/ content; . presents the larger frame of the argument.	Provides clear, sufficient background info of text/ content; . Precisely and articulately frames the larger argument and, when appropriate, its larger discourse.		
		Context	Provides mostly plausible basic background info about most evidence.	Provides primarily accurate basic background information about almost all evidence.	Provides primarily accurate evid. background information when necessary; . most context is appropriately incorporated into the paragraph - it is not clunky.	Provides clear, sufficient evid. background information when necessary; . most context is appropriately incorporated into the paragraph - it is not clunky; . author sometimes previews/ hints at interpretation in context.	Provides precise, clear, sufficient evid. background information when necessary; . most context is smoothly incorporated into the paragraph; . author generally previews/ hints at interpretation in context.	Provides concise, precise, sufficient evid. background information when necessary; . almost all context is smoothly incorporated into the paragraph; . author effectively previews/ hints at interpretation in context.		
	Selection	Choice	Evidence selected is connected to assertion; . evidence is adequate in amount.	Evidence selected is directly relevant to assertion; . evidence is adequate in amount.	Evidence selected strongly and accurately supports assertion; . evidence is adequate in amount.	Evidence selected provides persuasive, strong and accurate support for assertion; . appropriate amount of evidence; . appropriate number of sources.	Evidence selected provides persuasive, strong and accurate support for assertion; . appropriate amount of evidence; . appropriate number of sources.	Evidence selected provides persuasive, strong and accurate support for assertion; . appropriate amount of evidence; . author goes above and beyond to incorporate outside sources	Evidence selected provides compelling and convincing support for assertion; . author goes above and beyond to incorporate additional evidence and outside sources.	
		Presentation		Evidence is roughly presented (i.e., some blends, colons are present).	Most evidence is clearly presented (i.e., blends, colons are present).	Almost all evidence is clearly presented (i.e., blends, colons, brackets etc effectively and appropriately present the evidence).	Almost all evidence is clearly and succinctly presented; . author attempts to present the evidence in a variety of methods when appropriate (i.e., quoting, blocking, chunking, etc).	Almost all evidence is clearly and succinctly presented; . author presents the evidence in a variety of methods when appropriate (i.e., quoting, blocking, chunking, etc).	All evidence is clearly and succinctly presented; . author presents the evidence in a variety of methods when appropriate (i.e., quoting, blocking, chunking, etc.).	
	Interpretation	Analysis (LIT ONLY)		Some evidence displays basic analysis; . analysis is generally plausible.	Some evidence displays adequate analysis . analysis is mostly plausible; . roughly incorporates some key words.	Almost all evidence displays adequate analysis; . analysis is generally focused, logical, and accurate; . roughly incorporates key words.	Some evidence displays thoughtful analysis; . analysis is mostly focused, logical and clear; . appropriately incorporates key words when appropriate.	Most evidence displays thoughtful and articulate analysis; . analysis is largely focused, logical, and clear; . effective key word analysis is incorporated when appropriate.	Almost all evidence displays thoughtful and articulate analysis; . analysis is largely focused, clear, and nuanced; . effective key word analysis is incorporated when appropriate to substantiate the assertion.	Almost all evidence displays thoughtful and articulate analysis; . comprehensive analysis demonstrates thorough and critical thought while retaining clarity; . effective key word analysis is incorporated when appropriate to substantiate the position.
		Justification (LIT + HISTORY)	Interpretation / reasoning is generally understandable; . most explanation is related to the assertion.	Interpretation / reasoning is mostly understandable; . some rough use of word glue (i.e.. repeated words) and some rough use of logic glue (i.e.. transitions) . connects the evidence to assertion.	Interpretation / reasoning is mostly understandable and sound; . generally effective use of word glue and some rough use of logic glue . links the evidence to assertion.	Interpretation / reasoning is primarily understandable and sound and generally thoughtful; . generally effective use of word glue and logic glue . logically develops a link from evidence to assertion.	Interpretation / reasoning is primarily understandable and sound and generally thoughtful; . primarily effective use of word glue and logic glue . logically and mostly develops a link from evidence to assertion.	Primarily effective use of word glue and logic glue when necessary; . largely convincing and thoughtful justification . logically and fully develops a link from evidence to assertion.	Smooth and primarily effective use of word glue and logic glue when necessary; . largely focused, convincing, and thoughtful justification . articulately and fully substantiates the assertion.	Smooth and masterful use of word glue and logic glue when necessary; . primarily focused, compelling, and thoughtful justification . articulately and fully substantiates the position.

| Element | Strand | Criteria | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Element	Strand	Criteria	1	2	3	4	5	6	7	8
Language	Style	Register	Writes mostly in third person.	Writes primarily in third person; largely establishes and maintains distance with regard to purpose and audience	Writes in third person; consistently establishes and maintains an appropriate distance; . limited use of colloquialism and contractions; . attempts to write in appropriate tense given the content area (literature is always analyzed in present tense).	Almost always writes with an appropriate distance; . almost no colloquialisms and contractions; . mostly appropriate verb tense usage (literature is always analyzed in present tense).	Almost always writes with an appropriate distance in formal register; . overwhelmingly appropriate verb tense usage (literature is always analyzed in present tense).	Almost always writes with an appropriate distance in formal register; . overwhelmingly appropriate verb tense usage (literature is always analyzed in present tense).		
		Craft			Attempts to incorporate parallelism.	Incorporates some parallelism when appropriate.	Intentionally incorporates a variety of rhetorical/ structural/ stylistic devices (parallelism, anaphora, alliteration, cacophony, metaphor, simile, varied syntax, etc) to engage the reader.	Effective and intentional incorporation of a variety of rhetorical/ structural/ stylistic devices (parallelism, anaphora, alliteration, cacophony, metaphor, simile, varied syntax, etc) engages the reader and provides a strong sense of author's voice.		
	Sentence Fluency	Fluency	Most sentences are complete . writing is mostly free of obvious fragments and run-ons.	Most sentences are complete; . author mostly employs clear, simple sentences; . writing is primarily free of obvious fragments and run-ons.	Most sentences are complete; . author mostly employs clear, simple sentences and . sometimes employs compound and complex sentences; . writes generally in active voice.	Almost all sentences are complete; . author sometimes employs clear, compound and complex sentences; . writes mostly in active voice.	Almost all sentences are complete; . most simple sentences are clear and precise; . most compound, complex and compound-complex sentences are clear and grammatically correct; . writes mostly in active voice.	Author appropriately varies sentence structure (mix of simple, compound, complex and compound-complex sentences); . most sentences are clear, precise and grammatically correct; . writes mostly in active voice.	The effective use of primarily varied, precise and correct sentence structures clearly conveys the meaning at hand; . writes mostly in active voice.	The effective and natural use of overwhelmingly varied, precise and correct sentence structures clearly conveys the meaning at hand; . writes primarily in active voice.
		Concision	Writing is generally free of extraneous expressions (i.e., "basically," "this shows," "really," "maybe," "the quote is," "this proves," "in which," etc.).	Writing is largely free of extraneous expressions.	Writing is primarily free of extraneous expressions; . writing is generally free of unnecessary repetition of ideas	Writing is primarily free of extraneous expressions; . most sentences develop ideas and generally move forward with argument and analysis.	Word choice and sentence structure effectively conveys meaning the first time it is stated; . most sentences develop ideas and move forward with argument and analysis.	Word choice and sentence structure effectively conveys meaning the first time it is stated; . almost all sentences develop ideas and move forward with argument and analysis.	Demonstrates a use of word choice and sentence structures that effectively and efficiently convey the meaning at hand.	Demonstrates an intentional use of word choice and sentence structures that effectively and efficiently convey the meaning at hand.
	Word Choice	Diction		Uses some active verbs.	Uses some accurate active verbs; . diction is functional.	Uses mostly accurate active verbs when appropriate - minimizes use of be/ have/ ~ing verbs; . diction is functional	Uses strong, active verbs when appropriate - minimizes use of be/ have/ ~ing verbs; . words effectively convey intended message; . diction is effective.	Uses powerful and energizing active verbs when appropriate - minimizes use of be/ have/ ~ing verbs; . words precisely convey intended message; . diction is precise.		
		Range	Uses some appropriate academic language.	Uses some appropriate academic language; . Uses some basic content language appropriately.	Academic and task specific content language is generally used correctly; . Attempts to use sophisticated vocabulary.	Varied academic and content language is mostly used correctly; . Attempts to use sophisticated vocabulary.	A broad range of academic language is mostly used correctly; . generally effective use of sophisticated and varied vocabulary.	A broad range of academic language is overwhelmingly impactful and correct; . overwhelmingly effective use of sophisticated, varied and powerful vocabulary.		

Element	Strand	Criteria	1	2	3	4	5	6	7	8
Process	Conventions	Spelling	Most task / content specific language is spelled correctly.	Most general academic, task / content specific language is spelled correctly.	Almost all spelling is correct; . several spelling errors do not obstruct meaning.	Almost all spelling is correct; . spelling errors do not hinder reading.	Few or no mistakes in spelling.	Few or no mistakes in spelling.		
		Grammar	No more capitalization errors than pages.	No more capitalization/ end punctuation total errors than pages.	No more capitalization/ punctuation (excluding commas) total errors than pages; . command of grammar does not obstruct meaning.	No more capitalization/ punctuation (excluding commas)/ subject-verb agreement total errors than pages; . command of grammar does not hinder reading.	No more capitalization/ punctuation (including commas)/ subject-verb agreement/ vague pronoun reference total errors than pages; . command of grammar contributes to readability.	No more capitalization/ punctuation (including commas)/ subject-verb agreement/ vague pronoun reference/ misplaced modifier total errors than pages; . strong command of grammar contributes to readability.		
		Criteria	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Revising	Quality	Teacher feedback leads student to some revision of minimal depth . (simplistic revisions).	Teacher feedback leads student to adequate revision of some depth . (makes almost all revisions at surface level).	Teacher feedback leads student to substantive revision . (makes almost all revisions thoroughly).	Teacher feedback leads student to substantive revision that supports substantiation of position . (makes almost all revisions thoroughly w/ special emphasis on power strands).	Student independently seeks focused feedback from teacher based their areas of growth; . substantive revisions support substantiation of position . (makes almost all revisions thoroughly w/ special emphasis on power strands and areas of growth).	Student independently seeks feedback from various sources based on their areas of growth; . substantive revisions support the substantiation of position (goes above and beyond in making all revisions thoroughly w/ special emphasis on power strands and areas of growth).		
	Publishing	Professionalism	Paper is complete. Almost all the necessary documents are turned in on time.	Paper is complete. Almost all the necessary documents are turned in on time.	Paper is complete and follows the guidelines of the assignment. All the necessary documents are turned in on time.	Paper is neat, complete and follows the guidelines of the assignment. All the necessary documents are turned in on time.	Paper is crisp, neat, complete and follows the guidelines of the assignment. All the necessary documents are turned in on time.	Paper is crisp, neat, complete and follows the guidelines of the assignment. All the necessary documents are turned in on time.		
		MLA Formatting	Correctly uses parentheses to cite evidence.	Correctly cites evidence using parentheses, quotation marks and periods.	Correctly cites evidence using parentheses, quotation marks, commas, and periods.	Correctly uses in text citations as well as block quotes. Punctuation around citations is grammatically correct.	Correctly uses in text citations and block quotes from multiple texts. Works Cited page is mostly correct.	Correctly uses in text citations and block quotes from multiple texts. Works Cited page is entirely correct.		
		Document	Header provides correct information.	Header is correctly formatted and provides correct information. The title is centered.	Header is correctly formatted and provides correct information. The title is centered with no extra space between header, title, and paragraphs.	Header, title, and text are properly formatted and spaced.	Header, title, and text are properly formatted and spaced.	Header, title, and text are properly formatted and spaced.		
		Criteria	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**