|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Focus/CCSS | Insufficient | Emerging | Developing | Exemplary |
| Thesis (30%)W1.A | There is no thesis or it is very unclear. | Thesis is simple and just repeats the prompt. | Thesis starts to bring in complicated ideas and addresses the prompt.  | Thesis is complex, direct, and makes a strong argument answering the prompt.  |
| Evidence (30%)W2.B | There is no evidence.  | There is only one piece of evidence which does not directly support the main idea.  | There is one piece of evidence which sufficiently supports the thesis. | There are multiple pieces of evidence which add unique and different ideas to support the thesis.  |
| Analysis (30%)W1.E | There is no analysis. | There is some analysis, but it is unclear and/or does not support the thesis.  | Analysis explains the quote and somewhat connects to the thesis.  | Analysis richly explains the quote, especially individual wording, and analysis is roughly the same length as observation/evidence.  |
| Mechanics (10%) W1.D | There are multiple spelling and punctuation errors, no indenting, improper formatting, and it’s clear there was no proof reading | There are many errors, but the paper as a whole is readable.  | There are only a few errors and paper as a whole is structurally sound, but does not take vocabulary risks with complex language.  | There are practically no errors at all. Student varies word choice and writing style with complex vocabulary choices and work is masterfully composed. No use of 1st or 2nd person language.  |

 Paper Rubric