Thematic Essay Rubric 1

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| **Assignment/**  **Outcomes**  **Thematic Essay 1** | **Learning Target** | **Meets Standards** | **Exceeds Standards** |
| **Argue** | Formulates and defends an argument using a variety of evidence | Student selects appropriate text evidence to support a thesis/claim. Text evidence is mostly summary with some quotations. There are some gaps in the information provided but they do not hinder the reader from understanding. | Student selects a variety of appropriate text evidence to support an idea. Text evidence uses both summary and direct quotations to develop their claim. There are no gaps in the information provided; the argument is well supported. |
| **Conclude** | Forms accurate conclusions or claims based on textual evidence | Student analyzes chosen text evidence in order to develop an analysis that supports a thesis/claim in the text. Student has written a basic explanation of why the text evidence is important and how it supports and develops the thesis/claim. | Student thoroughly analyzes chosen evidence in order to illuminate the significance of the evidence. Analysis develops and supports a relevant thesis/claim in the text. |
| **Communicate** | Produces clear and organized writing | Student logically orders the information in order to develop and communicate an idea in a text. There are some gaps in information, but the argument is mostly clear.  Student uses paragraphs in a somewhat logical order to organize their ideas.  Student frames text evidence most of the time. Quotes are introduced with basic sentence starters. Quotes do not start a sentence on their own. | Student logically orders the information to develop and punctuate a thesis/claim. The pacing of the information is appropriate.  Student uses paragraphs to organize information. The paragraphs have a clear structure that facilitates the reader’s experience with the work.  Student weaves text evidence stylistically in the piece. Sentence starters and transitions are unique and varied. | |
| **Be Precise** | Understands and applies the rules of grammar. | Student has proofread her own work. There are some errors in capitalization, comma-usage, and sentence construction. The errors are minimal and do not distract the reader. | Student has proofread her own work. There are some errors in capitalization, comma-usage, and sentence construction. The errors are minimal and do not distract the reader. | |

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| **Plan** | Creates appropriate plans and follows through in a timely manner with attention to deadlines | There is some evidence of planning, drafting, revising, and editing.  The work reflects effort and appropriate time management. | There is comprehensive evidence of planning, drafting, revising, and editing.  The work reflects a sustained effort, a disciplined use of time, and perseverance. |