Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Yana/ ELA 9/ Period \_\_\_\_\_\_\_\_

**Thematic Essay Rubric**

Text Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| **Outcome** | **Meets Standards** | **Exceeds Standards** |
| Argue:  Build a case for an argument based in logic and valid evidence | Student uses multiple pieces of relevant text evidence to support a layered theme. **The theme communicates complexity and relevance through the use of a transition word or multiple sentences.** Student uses direct quotations from the text to support the theme. | Student uses multiple pieces of relevant text evidence to support an important and layered theme. **The theme communicates complexity and relevance through the use of a transition word or multiple sentences** The quotations and text details demonstrate the significance of the theme in the text. |
| Conclude:  Infer meanings, analyze information, and develop valid ideas based on evidence and ANALYSIS | Student explains how the theme is supported by the text evidence through a mostly well-supported analysis (explanation) of quotations. **All three analysis- yielding questions are addressed in the essay to some extent.** | Student explicitly explains how the theme is supported by the text evidence through deep analysis (explanation) of quotations. Student thoroughly explains how the quotations exemplify the theme through a developed and penetrating exploration. **All three analysis-yielding questions are addressed equally and thoughtfully.** |
| Be Precise:  Accurately represent ideas and language | Student uses appropriate and specific diction to describe the story world. **Student** **avoids vague diction**: **this**, bad, good, negative, things, etc. | Student uses appropriate and specific diction to describe the story world. Student uses varied and elevated diction to capture the complexities of the story world, **while avoiding vague diction**. |
| Communicate:  Make ideas and information understood, mindful of audience, purpose, and setting. | Student develops analysis that is   1. in the present tense 2. is devoid of personal pronouns like I, you, we, and us.   Student frames and introduces quotations to maximize clarity. | Student develops analysis that   1. in the present tense 2. is devoid of personal pronouns like I, you, we, and us.   Student frames and introduces quotations purposefully and efficiently to maximize clarity. **The student does not use superfluous diction.** |