

Quality	100 (4) Responses :	90 (3.5) Responses:	80 (3) Responses :	70 (2.5) Responses:	60 (2) Responses:	50 (1) Responses:
<b>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of themes</b> RL.11-12.2 RI.11-12.2 RL.11-12.9 <b>20%</b>	-show a deeply insightful understanding of how two or more universal themes contribute to the theme statement that captures the nuances of real life in multiple texts -Perceptive analysis of how the theme is developed over the course of the texts	- show an insightful understanding of how two or more universal themes contribute to the theme statement that required investigating subtext in multiple texts -clear and thoughtful analysis of how the theme is developed over the course of the texts	-show an adequate understanding of how two or more universal themes contribute to the theme statement -adequately analyze how it develops over the course of the texts	-show a basic understanding of how two or more universal themes contribute to the theme statement -superficially analyze how it develops over the course of the text	-show an emerging understanding of how two or more universal themes contribute to the theme statement across multiple texts -allude to a topic, but make unclear or unwarranted connections	-fails to show a clear understanding of how the universal themes contribute to the theme statement -No connections
<b>Development: the extent to which ideas are elaborated using strong and thorough textual evidence</b> W.11-12.9 RL. 11-12.1 RI.11-12.1 RL.11-12.3 W.11-12.2.B <b>20%</b>	-develop ideas clearly and fully, making effective use of textual evidence that lends itself to an investigation of subtext -Discussion of quotes shows a deeply insightful understanding of how literary techniques and elements contribute to the analysis of the theme	-develop ideas clearly and consistently using strong and thorough textual evidence -discussion of quotes explains how textual evidence supports the analysis and sometimes delves into how literary techniques contribute to the analysis of the theme	-develop ideas with well-chosen, relevant, and sufficient details and quotations - adequately explain how textual evidence supports the analysis of the theme	-develop ideas simply, using general evidence and textual evidence with some relevance -simple or superficial explanation of how textual evidence supports the analysis of the theme.	-are largely undeveloped, using vague, irrelevant, or inaccurate textual evidence -Illogical explanation of how textual evidence supports the theme	-vaguely develops ideas with no evidence of textual evidence -No use and discussion of textual evidence
<b>Organization: the extent to which the response exhibits direction, shape, logical flow, and internal consistency</b> W.11-12.2.A, C, F <b>20%</b>	-Organize complex ideas by introducing a topic in a way that relates it to a real world context, structuring points that grow logically from one another, progressively developing the theme, and ending with a section that provides a deeply insightful consideration of the real world implications of the topic -Transition statements demonstrate a progression of logical ideas that build upon one another	-Organize complex ideas by introducing a topic and connecting it to a real world example, structuring a series of related points that clearly connect to one another as well as the theme, and ending with a section that emphasizes the significance and considers the implications of the topic -Transitions reflect the relationships between ideas rather than rely on simple transition words	-Organize complex ideas with a proficient introduction of a topic, structuring points around ideas that clearly connect to the thesis, and ending with a section that emphasizes the significance of the topic - use proficient transitions to link sections of the paper and clarify relationships between ideas	-Organize ideas with a basic introduction of a topic, structuring ideas around points that connect to the thesis but may have some redundancy or may not clearly separate out ideas, ending with a section that offers closure but may not emphasize the significance of the topic. -Use basic transition words to link ideas both within and between paragraphs.	-Attempts to organize ideas but may not clearly introduce each topic or provide adequate closure -May not consistently use transitions to link ideas or paragraphs.	-Ideas lack organization and transitions.
<b>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</b> W.11-12.2.D, E	Uses intentional word choices to create a distinct sense of style and tone -intentionally uses style and syntax strategies to vary length and structure of sentences to enhance readability and emphasize content	-use precise and thoughtful word choices to create a formal, fluent, and engaging style and tone. -consistently varies length and structure of sentences to enhance readability	-use proficient word choices to create a formal style and objective tone. -sentence structure is varied, but may not reflect intentional use of syntax	-attempts to create a formal style, but uses basic word choices that may be simplistic in nature (i.e. personal pronouns, vague word choice) -rely on sentences that are	-use word choices that are imprecise or unsuitable for formal writing (i.e. slang) -rely on sentences that lack variety and may be constructed incorrectly (i.e. run-on, comma	-use language that is incoherent or inappropriate -violate basic rules of sentence structure

<b>15%</b>				unvaried in length and structure	splices or sentence fragments)	
<b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, para-graphing, capitalization, grammar, and usage</b> W.11-12.2.E <b>15%</b>	-demonstrate control of the conventions even when using sophisticated language	-demonstrate control of the conventions, with very few minor errors that have no effect on comprehension while using sophisticated language	-demonstrate proficient control, exhibiting some sentence-level errors that do not hinder comprehension	-demonstrate basic control, exhibiting errors that occasionally hinder comprehension	-demonstrate a lack of control, exhibiting many errors that make comprehension difficult	-are minimal consistently disregards basic conventions, such as capitalization and punctuation
<b>Format: the extent to which the response follows the rules and guidelines of the MLA (works cited and citations)</b> W.11-12.2.A <b>10%</b>	-demonstrate compliance with rules and guidelines of the MLA with no errors	-demonstrate compliance with rules and guidelines of the MLA with occasional errors	-demonstrate proficient compliance with rules and guidelines of the MLA, exhibiting errors which still properly credit sources	-demonstrate basic compliance with rules and guidelines of the MLA, exhibiting occasional errors which may not properly credit sources	-demonstrate an emerging compliance with rules and guidelines of the MLA, exhibiting frequent errors which do not properly credit sources	-demonstrate no compliance with rules and guidelines of the MLA -missing Works Cited page altogether