

## Advanced

## Proficient

## Developing

## Emerging

**Claim and Focus**

Make a clear claim about the text(s) early in the essay and focus on proving it.

The essay makes a clear claim about the purpose, effectiveness, or message of the text(s) based on the strategies, techniques, or devices of the text(s). The essay maintains focus on analyzing the text(s), using the whole essay to develop the claim and thoroughly address the demands of the prompt.

The essay makes a clear claim about the purpose, effectiveness, or message of the text(s). The essay maintains a focus on the text(s), but may stray at times from developing the claim. If more than one text is being analyzed, the essay demonstrates a good balance between or among the texts and addresses the demands of the prompt.

The essay makes a claim about the text(s), but may not connect the claim to the strategies, techniques, or devices of the text(s). The essay may maintain focus on the text(s), but not the analysis (or vice versa). If more than one text is being analyzed, the writer may neglect one or more and may not fully address the demands of the prompt.

The essay does not have a claim about the text or about the strategies, techniques, or devices of the text(s), but may instead offer overly general facts as a claim. The essay does not develop a claim throughout the essay and does not address the demands of the prompt.

**Analysis and Evidence**

Choose the right evidence and analyze the evidence's purpose and effect

The essay cites the most appropriate and valid evidence to support its claim and fully explains how the evidence cited leads to the message or purpose of the text(s). The essay demonstrates insightful reasoning and full understanding of the strategies of the text(s).

The essay cites appropriate evidence to support its claim and follows up evidence with explanations of how it works to achieve the author's message. Summary, if present, is balanced with analysis. The essay demonstrates some reasoning and a basic understanding of the text's or texts' strategies.

The essay relies too heavily on summary and offers only vague analysis to support its claim and evidence is not followed up with analysis. The essay demonstrates very little reasoning, and instead includes assertions about the text's or texts' strategies.

The essay does not use evidence from the text(s) for the purpose of analysis. The essay may incorporate summary without analysis, neglecting to focus on the features of the text(s).

**Organization**

Include an engaging introduction and strong conclusion. Use transitions throughout the essay to make connections clear.

The essay incorporates effective transitions and an organizational structure that enhances the analysis. The essay includes an effective introductory paragraph and a concluding paragraph.

The essay's transitions and structure make it clear and easy to follow. The essay includes an introductory paragraph or statement, as well as a concluding paragraph or statement.

The essay's transitions and structure may interfere with a full understanding of the writer's claim. The essay includes an attempt at an introduction/introductory statement and/or conclusion/concluding statement.

The lack of transitions and structure make the essay hard to follow. The essay is missing an introduction or conclusion of any kind.

**Language and Style**

Use specific, interesting language and clear sentence structure to communicate ideas.

The essay has an established, formal style and objective tone that is maintained throughout. The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.

The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.

The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently. The essay contains some errors that may, at times, interfere with meaning.

The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.