|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceptional (9-10) | Proficient (7-8) | Basic (6) | Developing |
| **Focus and Organization** | Student develops  **strong, insightful assertion within thesis statement,** maintains consistent focus throughout essay; demonstrates excellent organization in thoughts | Student develops  **clear assertion within thesis** **statement,** maintains consistent focus; demonstrates mostly logical organization in thoughts | Student develops  **somewhat clear assertion** statement; may occasionally lose focus, but ideas are loosely connected | Student lacks clear focus, or lacks appropriate organizational strategy |
| **Integration of Evidence** | Student uses **precisely-chosen evidence** from text, provides strong analysis connecting evidence to main idea, and effectively uses a **variety of quote integration strategies** | Student uses **proficient evidence** from text, provides proficient analysis connecting evidence to main idea, and uses quote integration strategies | Student uses **some evidence** from text, provides basic analysis connecting evidence to main idea, and may not use quote integration strategies effectively | Student uses little evidence from text  |
| **Overall Text Understanding** | Student demonstrates exceptional understanding of **multiple elements** of the **text as a whole** - elaborates and provides original insight consistently throughout essay | Student demonstrates **accurate  understanding** of text - elaborates and provides insight  | Student demonstrates basic understanding of text - some elaboration/insight | Student demonstrates little understanding of text  |
| **Implications/Conclusion** | Student develops an **insightful, relevant conclusion** that reconsiders broad issues, elaborates on the significance of findings, makes new connections, and/or offers proposals. Leaves essay with a sense of finality. | Student develops a proficient conclusion that somewhat reconsiders broad issues, elaborates on the significance of findings, makes new connections, and/or offers proposals.  | Student develops a conclusion, but may focus more on summary than implications. | Student lacks effective concluding strategy. |
| **Conventions of Standard English** | Excellent grammar and vocabulary usageLanguage and syntax enhances IdeasAll quotes cited correctly. | Proficient grammar and vocabulary usageFew errors in language and syntaxMost quotes cited correctly | Several mistakes in grammar and vocabulary usageSome quotes cited correctly | Several mistakes in grammar and vocabulary usage - hinders clarity of ideasIncorrect citations |

**Literary Essay Rubric**