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|  | 1 | 2 | 3 | 4 |
| ***Thesis*** | Thesis may be absent or lacks clarity, focus, and organization. No clear angle is developed. | Thesis articulates a focus but fails to present a clear position. Sentence structure, word choice and clarity need improvement. | Thesis articulates a clear position using formal language and appropriate syntax. | Thesis articulates a clear, perceptive position using sophisticated language and advanced syntax. Thesis displays strong analytical thinking and a masterful control of language. |
| ***Analysis*** | Reveals a confused, inaccurate or absent analysis of text. Lacks appropriate focus, organization and transitions.  | Reveals a partial analysis of material that may lack detail and development. Connections are vague or implicit. Argument is unfocused and transitional devices are absent or ineffective.  | Reveals an adequate analysis of material, develops ideas clearly, and makes explicit connections while using appropriate transitional devices and maintaining a clear focus. | Reveals an in-depth, original analysis of material, develops ideas clearly and fully, and makes insightful, explicit connections while using sophisticated transitional devices and maintaining a clear focus. |
| ***Research/Content*** | Research is inadequate, misused, and/or unsophisticated.  | Research lacks in sophistication/thoroughness/appropriateness, etc. Research isn’t fully representative and may be misleading.  | Research is adequate. The research appropriately supports the claims and provides glimpses into the relevant fields. | Research is appropriate, thorough, in-depth, sophisticated and dependable. The research presented is multi-faceted and provides a solid portrayal of relevant information. |
| ***Form*** | Student is battling awkward and unclear phrasing. Grammatical errors distract from the overall argument.  | Student may be batting gaps in argument because of loose writing. Grammatical errors impact the overall success. | Writing is clear and is basically free from grammatical errors. Student attempts high level syntax and demonstrates his/her points through specific and purposeful choices. | Student masterfully writes by infusing high level diction choices, syntax and devices. Student demonstrates exemplary control of the language. |
| ***In-Text Citations*** | Very few facts are cited. When they are cited, they are not completed by MLA standards. | Not all facts are cited. Citations may be completed improperly/ not by MLA standards. | Facts are appropriately cited. MLA format is used consistently. | All facts are cited appropriately. MLA format is strictly followed and proper documentation is present even in irregular circumstances. |
| ***Works Cited*** | Works cited is not strong in source variety and quality. Citations are not completed properly which prohibits crediting the original source. | Source quality and variety is not up to standard. Citations are not completed properly by all MLA standards. | Solid sources are cited. Citations are completed using MLA format. Source list has variety. | Sources represent many different mediums and perspectives. Both primary and secondary sources are included. All sources are high-quality.All sources are appropriately cited using MLA format. Source variety and source quality are excellent. |

***NOTES:***