

ELA 2 Polished Essay Rubric

Criterion	Emerging (6/10)	Developing (7.5/10)	Proficient (8.5/10)	Exemplary (10/10)
Organization Introduction (3A)	I can identify issues around a particular claim.	I can classify and prioritize the issues around a claim to write a thesis statement.	I can write premises that introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims.	I can write premises that support claim(s) with logical reasoning and relevant evidence, and justify the significance for why my argument matters.
Organization Thesis (4A)	I can choose a topic for an informative piece and brainstorm relevant ideas, concepts and information.	I can classify information on a topic into appropriate/ applicable categories.	I can write an introduction for an informative text that introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.	I can write an introduction for informative/ explanatory texts that introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and engages the reader to want to read on.
Organization Logical Progression of Ideas and Transitions (3C)	I can identify phrases, clauses, different types of sentences, and different forms of syntax in text.	I can explain why an author uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarifying the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	I can use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	I can evaluate the words, phrases, and clauses as well as varied syntax used to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Organization Conclusion (3E)	I can restate my thesis or argument in a concluding statement.	I can write a concluding statement or section that follows from the argument presented.	I can provide a concluding statement or section that follows from and supports the argument presented.	I can provide a concluding statement or section that follows from and supports the argument presented while advocating for its larger significance.
Ideas and Content Concrete Details/ Evidence (4B)	I can research facts, details, extended definitions, concrete details, quotations, or other information and examples relevant to my topic.	I can determine what facts, details, etc. are necessary for my topic and what might need clarification for a reader.	I can write informative/ explanatory texts that develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	I can write informative/ explanatory texts that develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic and offer footnotes or endnotes to direct the reader to further learning.
Ideas and Content Commentary/ Analysis (4C)	I can identify when ideas need transitional words or phrases for clarification.	I can use syntax to effectively and efficiently transition between ideas.	I can write informative/ explanatory texts that use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	I can assess informative/ explanatory texts for appropriate usage of varied transitions and syntax that link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Conventions Mechanics (6B)	I can recall conventions of standard English grammar and usage when writing.	I can identify conventions of standard English grammar and usage when writing.	I can apply conventions of standard English grammar and usage when writing.	I can apply conventions of standard English grammar and usage to stylistically enhance my writing.
Conventions MLA Formatting (7C)	I can cite a quote from a passage.	I can paraphrase a passage without plagiarizing, and still give credit for other's ideas even when they are in my own words.	I can use a standard citation format and avoid plagiarism and overreliance on any one source.	I can use quotes, paraphrasing and citations in a balanced way with my own analysis interspersed.
Comments:				Final Essay Grade: