

Last Name _____ First Name _____		Theme / Stylistic Devices Rubric			
Revised April 2017	Advanced (5) = 100 pts	Proficient (4) = 90 pts	Basic (3) = 80 pts	Below (2) = 70 pts	Far Below (1)=60 pts
Theme (will be your thesis)	<p>All that a 4 is +</p> <ul style="list-style-type: none"> Insightful & original Focuses on the significance, far-reaching consequences or implications of the message Uses sophisticated language and sentence structure 	<ul style="list-style-type: none"> Writes a clear universal message (applying to most people) that expresses a connection between multiple topics and includes the conditions upon which the message is true. Focuses on topics that are key subjects of the text & can be supported with thorough evidence. 	<p>Writes a message about a single topic that is a key subject of the text, but theme is simplistic, obvious or a cliché</p>	<p>Identifies a topic in the text, but message is</p> <ul style="list-style-type: none"> about specific characters or events. a summary or fact about the text. unclear not what most of the text is about 	<p>Shows little to no understanding of the text.</p>
Organization	<ul style="list-style-type: none"> All parts of the essay work together to support the claim Has an engaging, original attention getter that connects to claim and a highly effective intro & conclusion Arranges arguments, reasons & evidence persuasively Uses words, phrases & sentences as transitions to link all parts of the text (ie. closing clinchers at the end of a paragraph which lead into the next) 	<ul style="list-style-type: none"> Major parts of the essay work together to support the claim Has an attention-getter that connects to the claim and all necessary parts of an intro & conclusion Order of ideas is logical (ie. order of paragraphs & key points make sense) Uses a variety of transitions <i>within</i> each paragraph as well as writing as a whole Topic sentences work together to fully address all parts of the claim 	<ul style="list-style-type: none"> Contains all major parts of the essay with an overall structure that matches the claim Introduction and/or conclusion is simplistic or underdeveloped Uses simple transitions (To begin with, another, finally, etc.) primarily in topic sentences Topic sentences restate claim 	<ul style="list-style-type: none"> Contains most parts of essay and attempts to group ideas that are related into separate paragraphs Lacks a clear beginning or ending Connection between ideas and topic sentence or claim is not always clear Topic sentences only vaguely reference claim 	<ul style="list-style-type: none"> Missing key parts of essay No purposeful organization Topic sentences are facts
Evidence / Context	<p>All that a 4 is +</p> <ul style="list-style-type: none"> Amount of evidence is thorough Includes only the most significant portion of the quote. Context is carefully chosen to support topic sentences & thesis. 	<ul style="list-style-type: none"> All parts of thesis are supported with evidence. Chooses quotes that reflect style and relevance to theme. Selects most important part of the text as evidence to support topic sentences. Evidence includes context that is relevant and necessary to understand quote 	<ul style="list-style-type: none"> A portion of thesis is supported with evidence. Chooses quotes that reflect style OR relevance to theme (not both) Some relevant context is provided, but is incomplete 	<ul style="list-style-type: none"> Chooses quotes which are not relevant to theme or style (ie. incorrectly identifies the stylistic device) Context is missing, irrelevant, repeats info already in the quote or shows minor confusion about the text. 	<p>Does not include evidence.</p>
Analysis	<p>All that a 4 is +</p> <ul style="list-style-type: none"> Elaborates in depth about how stylistic devices support the theme Analysis is insightful. Discusses more than one effect of a stylistic device or how two or more stylistic devices work together. 	<ul style="list-style-type: none"> Discusses how at least two stylistic devices contribute to theme extending beyond what the text says Discusses specific words related to the stylistic device (ie. points out similarities between what is being compared, connotations, which words are opposites, etc.) and connects these ideas to the meaning of the quote and scene they are in 	<p>Discusses 1-2 stylistic devices and specific words related to the stylistic device extending beyond what the quote says, but</p> <ul style="list-style-type: none"> how these ideas connect to or add meaning to the scene they are in is unclear. Attempts to tie analysis back to topic sentence <i>without repeating ideas</i> but requires more explanation. 	<p>Discusses 1+ stylistic device, but analysis</p> <ul style="list-style-type: none"> focuses on literal meaning of the text repeats context, quote or topic sentence is obvious (ie. "The author repeats this phrase to stress an idea" or "Uses this imagery to create a picture for the reader.") shows minor confusion about the text. does not tie ideas back to topic sentence or theme. 	<p>Does not discuss evidence OR</p> <p>Has significant confusion about the text.</p>
Writing Style	<ul style="list-style-type: none"> Uses a formal style & tone Precise and engaging choice of words Effective use of stylistic devices Purposeful variety in sentence structure (eg. rhetorical questions) Mostly error free 	<ul style="list-style-type: none"> Uses a formal style and tone Has appropriate and some variety in both vocabulary and sentence structure Has minor errors which can be easily corrected 	<ul style="list-style-type: none"> Has adequate but inconsistent use of language, using generally appropriate vocabulary and some variety in sentence structure Has frequent errors but overall, errors do not interfere with reader's understanding 	<ul style="list-style-type: none"> Talks about self or parts of the essay Uses informal language, slang, abbreviations Vocabulary is simplistic & repetitive Sentence structure lacks variety Errors interrupt reader's focus or cause confusion 	<p>Errors make the essay very difficult to understand.</p>

