	THESIS	WORK WITH ASSIGNED TEXTS	STRUCTURAL COHERENCE	PRESENTATION
A	▪ Articulates original, complex, and specific thesis in essay's opening ▪ Confidently acknowledges and incorporates essay's broader stakes and implications ▪ May embrace and incorporate questions that complicate or challenge thesis to refine overarching claim	▪ Confidently close-reads textual evidence to arrive at original interpretive insights ▪ Clear sense that essay contributes to ongoing intellectual conversation ▪ May employ unanticipated interpretive contexts to make textual connections	▪ Compelling progressive development of thesis throughout paragraphs ▪ Transitions confidently communicate relations between essay's multiple parts ▪ Deliberate and effective use of topic sentences and other structural "signposts"	▪ Exhibits evidence of proofreading ▪ Includes few citational and/or formatting errors ▪ May exhibit eloquent prose style
B+	▪ Articulates original, independent thesis in essay's opening ▪ Advances conceptually complex interpretive position ▪ Begins to acknowledge essay's broader stakes and implications	▪ Engages a variety of textual evidence with confidence and authority ▪ Cites texts to both support and complicate or refine thesis ▪ Exhibits willingness to take interpretive risks when close-reading and making connections	▪ Consistent progressive development of thesis throughout paragraphs ▪ Effective use of topic sentences and transitions ▪ May begin to incorporate explicit structural "signposts"	
B	▪ Articulates thesis in essay's opening ▪ Advances clear interpretive position ▪ Thesis may be conceptually limited or developed in a repetitive way	▪ Engages a variety of textual evidence ▪ Cites texts to provide support for thesis ▪ Takes some interpretive risks when close-reading and making connections	▪ Progressive development of thesis throughout paragraphs ▪ Structure of essay is deliberate and logical ▪ Clear effort to use topic sentences and transitions throughout	
C+	▪ Evidence of emerging independent thesis, but not clearly articulated in essay's opening ▪ Takes interpretive position at least once, and begins to sustain that position throughout essay ▪ Thesis may be implicit or underdeveloped	▪ Includes several moments of close-reading and uses adequate textual evidence ▪ Begins to engage more complicated ideas in texts ▪ Connections made within a text or between texts may be implicit or underdeveloped	▪ Accurate sense of purpose and conventions of a paragraph ▪ Begins to exhibit progressive development of thesis throughout paragraphs ▪ Topic sentences and transitions begin to emerge, but may be underdeveloped or inconsistently employed	
C	▪ Takes interpretive position at least once ▪ Thesis may be imprecise or general ▪ Thesis may emerge at end of essay following discussion of textual evidence	▪ Makes effort to close-read at least once ▪ Accurate reading comprehension and appropriate use of textual evidence ▪ Begins to make valid connections within a text or between texts	▪ Basic sense of purpose and conventions of a paragraph ▪ Progressive development between paragraphs may be implicit or unclear ▪ Some paragraphs may begin to exhibit emerging topic sentences	▪ Exhibits little or no evidence of proofreading ▪ Syntactical or semantic errors consistently impede meaning ▪ Inadequate or missing citation of sources
NP	▪ No thesis in evidence ▪ Emerging thesis may be overwhelmed by summary, paraphrase, or generalization ▪ Lacks meaningful connection between texts and emerging thesis ▪ Demonstrates insufficient revision from rough draft to final draft	▪ Little or no evidence of close-reading ▪ Miscomprehends or misinterprets texts ▪ Overgeneralizes about texts ▪ Privileges writer's opinions, anecdotes, or extraneous material	▪ Inaccurate or unclear sense of purpose and conventions of a paragraph ▪ Minimal or no progressive development between paragraphs ▪ Employs few or no topic sentences ▪ May rely on "five-paragraph essay" model	