

Sunapee Middle High School - Writing Rubrics-Response To Literature

RESPONSE TO LITERATURE	Advanced 4	Proficient 3	Basic 2	Novice 1
Purpose/Focus	<ul style="list-style-type: none"> • Compelling thesis that conveys a clear and insightful perspective 	<ul style="list-style-type: none"> • Coherent thesis that conveys a clear and insightful perspective 	<ul style="list-style-type: none"> • Weak or unclear thesis • Conveys limited understanding of text 	<ul style="list-style-type: none"> • No clear thesis
Details/Elaboration	<ul style="list-style-type: none"> • Keen analysis to include an exceptional understanding of (a) the way character traits and setting affect the plot and theme, and/or (b) the affect of the author's craft and style • Skillfully supports the thesis • Perceptive synthesis of ideas to show thoughtful and well-founded interpretation • Skillfully supports the thesis • Convincing use of significant examples and textual evidence to support thesis 	<ul style="list-style-type: none"> • Effective analysis of (a) how the story elements interconnect to reveal theme, and/or (b) the effectiveness of the author's craft and style • Supports the thesis • Justified interpretation based on ideas from the text that support thesis • Effective use of relevant examples and textual evidence to support thesis 	<ul style="list-style-type: none"> • Analysis conveys limited understanding of (a) the relationship of literary elements and theme and/or (b) author's craft and style • May not support the thesis • Summarization of details with some attempt at interpretation may not support the thesis • Limited use of examples or textual evidence to support thesis 	<ul style="list-style-type: none"> • Little or no evidence to support thesis
Organization/Coherence	<p>Skillful Structure:</p> <ul style="list-style-type: none"> • Strong, engaging introduction • Creative and effective sequencing of ideas linked to thesis • Conclusion skillfully reinforces thesis and gives closure 	<p>Effective Structure:</p> <ul style="list-style-type: none"> • Engaging introduction • Effective sequencing of ideas based on purpose and related to thesis • Conclusion reinforces thesis and gives closure 	<p>Weak Structure:</p> <ul style="list-style-type: none"> • Weak introduction • Isolated facts with limited sense of organization • Incomplete conclusion or closure 	<p>Little or no Structure:</p> <ul style="list-style-type: none"> • Introduction, body and/or conclusion may not exist
Voice/Tone/Style	<ul style="list-style-type: none"> • Writer's voice is authentic, confident and convincing • Writer's reaction and feelings are skillfully articulated • Clear sense of purpose and audience • Consistent point of view 	<ul style="list-style-type: none"> • Writer's voice is confident and authentic • Writer's reaction and feelings about the reading are evident • Clear sense of audience and purpose • Consistent point of view 	<ul style="list-style-type: none"> • Retells story with writer's voice detached from the response • Sense of purpose and/or audience not clear • Lacks consistent point of view 	<ul style="list-style-type: none"> • Unclear or no sense of voice, purpose, audience, and/or point of view
Word and Language Choice	<ul style="list-style-type: none"> • Precise words/phrases powerfully convey the intended message • Skillful use of academic language embedded throughout text 	<ul style="list-style-type: none"> • Precise words/phrases convey intended message • Academic language embedded throughout text 	<ul style="list-style-type: none"> • More precise and accurate words/phrases are needed to convey intended message 	<ul style="list-style-type: none"> • Words/phrases are used inappropriately or unnecessarily repeated
Sentence Fluency	<ul style="list-style-type: none"> • Purposeful and innovative sentence structure to enhance intended effect • Skillful use of transitions within and across paragraphs 	<ul style="list-style-type: none"> • Purposeful use of sentence structure to enhance intended effect • Transitions effectively connect ideas within and across paragraphs 	<ul style="list-style-type: none"> • Some understanding of sentence structure • Limited use of appropriate transitions 	<ul style="list-style-type: none"> • Little or no sense of sentence structure • Lacks transitions
Grammar/Mechanics/Usage	<ul style="list-style-type: none"> • Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors occasionally obscure meaning 	<ul style="list-style-type: none"> • Limited understanding of grade-level appropriate conventions