

Rubric for 9th Grade Summer Assignment

| | Level 5 (Excellent:) | Level 4 (Good:) | Level 3 (Satisfactory) | Level 2 (Borderline) | Level 1 (Below Standard) |
|---|---|---|---|---|---|
| <p>Meaning, Insight, Analysis</p> <p>Task 1- Use of Quotations</p> <p>Task 2: Understanding of theme.</p> | <p>Quotations are discussed insightfully to make point and show thorough understanding of text(s) and task</p> <p>Topic sentences are focused and clearly related to task</p> | <p>Quotations are discussed to make point/show understanding of text(s) and task</p> <p>Topic sentences relate to the task</p> | <p>Insight/analysis is alluded to or implied, if not directly stated, or basic.</p> <p>Topic sentences are inconsistent</p> | <p>Ideas are implied or superficial slightly inaccurate</p> <p>Topic sentences are inconsistent or too general</p> | <p>Ideas are confused and unclear</p> <p>Topic sentences are very unclear</p> <p>Missing major portions of task</p> |
| <p>Development</p> <p>Use of relevant details to develop ideas and show knowledge of text and task.</p> | <p>Use of wide range of powerful and specific details/evidence</p> <p>Evidence makes sense and builds logically for clear purpose</p> | <p>Use of powerful and specific detail</p> <p>Evidence makes sense and builds logically</p> | <p>Inconsistent use of detail or clear paraphrase without specific details</p> <p>Evidence makes sense most of the time</p> | <p>Brief use of detail/evidence or vague references</p> <p>Some evidence makes sense or evidence makes some sense</p> | <p>Incomplete, vague or irrelevant detail</p> <p>Evidence does not make sense</p> |
| <p>Organization (direction, shape, coherence)</p> | <p>Establish and maintain a clear focus</p> <p>Logic and coherence is maintained through skillful use of devices and transitions</p> | <p>Establish and maintain a clear focus</p> <p>Sequence of ideas or development is logical with use of some transitions</p> | <p>Establish a clear focus, yet writing may lack internal consistency</p> | <p>Establishes a basic focus, but fails to maintain focus</p> <p>Rudimentary structure with inconsistencies or irrelevancies</p> | <p>Lacks an appropriate focus, but suggests some organization, or suggests a focus, but lacks organization</p> |
| <p>Language Use (awareness of audience, voice, word choice, style and sophistication)</p> | <p>Stylistically sophisticated, precise and engaging language, sense of voice and awareness of audience and purpose</p> <p>Variety of sentence types and lengths, which enhance clarity and fluidity</p> | <p>Uses fluent language that shows purpose</p> <p>Some variety to enhance clarity and fluidity</p> | <p>Uses appropriate language with some awareness of audience and purpose</p> <p>Some variety to enhance clarity and fluidity</p> | <p>Relies on basic vocabulary with little awareness of audience or purpose</p> | <p>Imprecise or unsuitable language for the audience or purpose</p> <p>Reveals little awareness of how to use sentences to achieve an effect</p> |
| <p>Conventions (grammar, usage, capitalization, punctuation and spelling)</p> | <p>Control of conventions – few if any errors</p> | <p>Control of conventions with some errors when using sophisticated language or expressing complex ideas</p> | <p>Partial control, exhibiting occasional errors that do not hinder comprehension</p> | <p>Emerging control, exhibiting occasional errors that hinder comprehension</p> | <p>Lack of control, exhibiting frequent errors that make comprehension difficult</p> |