|  |  |
| --- | --- |
| **5**  **(90-100%)** | - An essay in this category is *outstanding*, demonstrating *clear and consistent mastery*, although it may have a few minor errors.  - Effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position; correct citations  - Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas; demonstrates meaningful variety in sentence structure  - Exhibits skillful use of language, using a varied, accurate, and apt vocabulary  - Perceptive ideas/insight; takes risk answering the question and it “pays off”  - Very few/no grammatical problems  - Very few/no mechanical problems  - Provides a strong conclusion adding emphasis on the thesis |
| **4**  **(80-89%)** | An essay in this category is *effective*, demonstrating *reasonably consistent mastery*, although it will have occasional errors or lapses in quality.  - Is well written but not exceptionally so (PS clause mistake)  - Developing style evident but needs more demonstrating skill  - Some evidence given but not as strong as the above; weaker defense  - Some support but flawed/ in appropriate/ less developed  - Is generally organized and focused, demonstrating coherence  - Contains some mechanical problems (IE: citation errors of a minor offense)  - Contains some grammatical problems (IE: minor syntax/diction error)  - Conclusion is competent but could be stronger, no new info introduced |
| **3**  **(70-79%)** | An essay in this category is *competent*, demonstrating *adequate mastery*, although it will have lapses in quality.  - Responds in only an obvious way, average response showing understanding but the minimal development of answer  - Relies on inadequate evidence as support; some evidence given but not enough  - Mechanical errors, error in tense too numerous  - Grammatical errors (Never Evers in one combination only)  - Some plot summary or narration in place of analysis  - Demonstrates only adequate skills in writing - Flaws in unity, focus, coherence (p.79-85 *OEH*)  - Flaws in mechanics/grammar (Never Evers in two combinations) |
| **2**  **(65-69%)** | An essay in this category is *seriously limited*, demonstrating *little mastery*, and is flawed by ONE OR MORE of the following weaknesses:  - Develops a point of view on the issue that is vague, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position  - Some support but flawed/ in appropriate/ less developed  - Misinterpret meanings, points, ideas, and /or themes  - Is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas; plot summary or narration in place of analysis  - Conveys writer’s thoughts without distinction or clarity  - Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice  - Includes important errors or mistakes in mechanics/grammar and writing  - Includes important errors or mistakes in evidence; no citations  - Is too short or under developed  - Has too many simple sentences, clichés, exceedingly trite for grade level |
| **1**  **(64% and below)** | An essay in this category is *fundamentally lacking*, demonstrating *very little* or *no mastery*, and is severely flawed by ONE OR MORE of the following weaknesses:  - Develops no viable point of view on the issue, or provides little or no evidence to support position; plot summary  - Attempts to answer question but shows little familiarity with subject matter  - Is poorly organized, thinly developed, disjointed or incoherent, and/or demonstrates little insight into work (p.76 *OEH*)  - Lacks clear introduction/conclusion (p.77-78)  - Lacks clear thesis  - Vague, unexplained references/ inappropriate evidence (p.86-87 *OEH*)  - Little to no structure  - Numerous mechanical/grammatical errors  - Contains Never Evers in more than two combinations  - Displays fundamental errors in vocabulary  - Demonstrates severe flaws in sentence structure  - Contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning  - Compounds above errors extremely  - Barely answers question  - Is unacceptably brief and under developed  - Resembles free writing without organizational skills/ structure  - Fails to meet standards set by *OEH* Chapter 11  - Below grade level expectation |
| **0**  **(0%)** | - *Not handed in or plagiarized*  - Is too short to evaluate  - Contains so many errors in mechanics and grammar reading is nearly impossible  - Demonstrates complete unawareness of the task/ audience  - Contains inappropriate responses/ evidence  - Simply restates questions  - Fails to answer the question  - Fails to respond appropriately  - Severely below grade level expectation |

**Notes:**

This rubric coupled with Section iv “Revisions and Correction Symbols” and p. 76-88 of the *OEH* will aid in student composition development. Taking all teacher notes, marks, and scoring references as a collective will provide the student with a more accurate key to improving writing skills.

Student-teacher meetings are encouraged for a more personal tutorial review of these notations, especially in the first semester.

**Generalized Scoring Rubric**  
- 5 for Improper Works Cited

- 10 for Improper MLA formatting

\*All of these factor into the above rubric by identifying starting scoring level.

**Content Reminders (see also *OEH* Chapter 11)**

* Includes author, title, and original publication date in the main opening sentence.
* Includes one to two sentences of background information giving a general overview of the novel and funneling down to the character.
* Introduces all characters mentioned.
* Concludes introductory paragraph with thesis statement, which introduces the three specific traits to be analyzed.
* Thesis must be only one statement.
* Begins each body paragraph with a topic sentence, a general statement that introduces the traits. It should contain no examples of said trait.
* Avoid plot summary (PS). You should have no sentences within your body paragraphs that contain only plot. Put all plot examples in the dependent clause, and combine with your analysis, which goes in the independent clause.

*EX: When Stu advises Tom to runaway, Tom’s pride makes him refuse this advice.*

* You should have a minimum of two specific examples per body paragraph; however, the more specific the proof the better the defense. This can be either in the form of paraphrased point or quotations. If you paraphrase, avoid plot summary and make sure you cite.
* Introduce quotes by introducing the speaker or with a colon to back up your point.
* Punctuate after the citation.
* Explain your quote. Don’t simply assume the quote is enough to prove your point. Analyze how the quote illustrates your point.
* Use transition to tie your paragraphs together. Avoid trite introductions like “First,” “Secondly,” and “Then.”
* Don’t list! Explain your points without them coming across as a grocery list.
* Restate traits in your conclusion. Don’t add sentences that are unnecessary or that present new material.
* Answer the following to conclude your final paragraph: “How have the traits of your character influenced the story?
* You must have a Works Cited page. (see OEH p 89 for assistance).

**Writing Mechanics Reminders**

* Times New Roman, 12 font, double spaced.
* Format heading: Your Name, Teacher’s Name, Class and Period, DUE date
* Don’t use Never Evers (first person, contractions, banned words, etc).
* Use only present tense.
* Avoid overstatements (always, never)
* Avoid vague terms (things, there is/ there are, a lot/ lots of, is when, is because, traits, examples, characteristics, story/ book, quotations).
* Have clear Pronoun Agreement. All pronouns should have clear antecedents.
* Avoid clichés.
* Avoid split infinitives.
* Spell out numbers with two words or fewer. Use numerals for numbers with three words or more.
* When in doubt, follow the MLA guidelines.