

CHARIHO REGIONAL HIGH SCHOOL RESPONSE TO LITERATURE (W-2) RUBRIC

NAME _____

DATE _____

ASSIGNMENT

	5 Exceeds Standard	4 Meets Standard	3.5 Nearly Meets Standard	3 Below Standard	2 Little Progress Toward Standard	0
Thesis (W-6)	Thesis clearly identifies the assertion of the paper and engages with exceptional content and/or style.	Thesis identifies the assertion of the paper and engages with strong content and/or style.	Thesis generally identifies the assertion of the paper and engages with fair content and/or style	Thesis weakly identifies the assertion of the paper.	Thesis does not identify assertion of the paper or is unclear.	S U B M I T T E D
Topic Sentences (W-3)	Topic sentence(s) support thesis with exceptional understanding and structure; ideas are very clear and strongly developed.	Topic sentence(s) support thesis with clear understanding and structure; ideas are clear and well-developed.	Topic sentence(s) support thesis with some understanding and structure; ideas are generally clear and developed.	Topic sentence(s) reflect weak understanding and structure; ideas are somewhat developed.	Topic sentence(s) do not support thesis with understanding or structure; ideas are poorly developed.	
Transitions (W-3)	Strong, varied and sophisticated use of transitions.	Effective use of transitions.	Some effective use of transitions.	Ineffective use of transitions.	Lack of transitions result in choppy and disjointed ideas.	
Organization (W-1, W-3)	Introduction creatively previews main ideas; conclusion provides a lasting impression on the reader; purposeful placement of content unifies paper.	Introduction clearly previews main ideas; conclusion provides an impression on the reader; purposeful placement of content unifies paper.	Introduction previews main ideas; conclusion provides a sense of closure; purposeful placement of content unifies paper.	Introduction provides little preview of main ideas; conclusion gives little support of ideas; weak placement of content.	Introduction provides no preview of main ideas; conclusion provides little sense of closure; little attention paid to placement.	
Advances and Supports a Judgment (W-2, W-3)	Numerous references to text are focused and relevant; prior knowledge creatively connects text to other texts or broader world of ideas by referring to and explaining the relevant ideas or themes.	Adequate references to text are focused and relevant; prior knowledge connects text to other texts or broader world of ideas by referring to and explaining the relevant ideas or themes.	Most references to the text are focused and relevant; prior knowledge vaguely connects text to other texts or broader world of ideas by referring to and explaining the relevant ideas or themes.	Some references to the text are focused and relevant; prior knowledge does little to connect text to other texts or broader world of ideas by referring to and explaining the relevant ideas or themes.	Few references to the text; prior knowledge does not connect text to other texts or broader world of ideas by referring to and explaining the relevant ideas or themes.	
Voice and Word Choice (W-5, W-7)	Highly individual expression and purpose completely engage the reader.	Strong expression and purpose engage the reader.	Fair expression and purpose sometimes engage the reader.	Expression and purpose rarely engage the reader.	Limited language seriously impairs meaning.	
Understanding and Analysis (W-7)	In depth understanding of text and literary techniques is obvious.	Clear understanding of text and literary techniques is obvious.	Understanding of text and literary techniques is vague.	Superficial understanding of text and literary techniques.	Limited understanding of text and literary techniques is evident.	
Sentence Fluency (W-1)	Sentences vary greatly in length and structure enhancing flow.	Sentences vary in length and structure sustaining flow.	Sentences vary slightly in length and structure restricting flow.	Sentences vary little in length and structure disrupting flow.	Sentences do not vary in length and structure inhibiting flow.	
Conventions And Formatting (W-9)	No errors in format, grammar, usage, or spelling.	Few, noticeable format, grammar, usage, or spelling errors.	Some errors in format, grammar, usage and spelling.	Many errors in format, grammar, usage, and spelling.	Excessive errors in format, grammar, usage, and spelling.	
Revisions and Editing (W-10)	Revisions and edits enhance writing with ample evidence of writing process or no revisions and edits needed.	Revisions and edits improve writing with evidence of the writing process.	Revisions and edits improve writing somewhat with evidence of the writing process.	Revisions and edits improve writing very little with evidence of the writing process.	Revisions and edits do not improve writing with evidence of the writing process.	

S U B M I T T E D

W O R K

N O

FINAL SCORE _____ X2 = _____ (Proficient Product = Score of 80)

Teacher's Signature _____