10th Grade English – Semester Project Rubric

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|  | Ideas | Organization | Voice | Word Choice & Sentence Fluency | Conventions |
| 45-50 | • The essay demonstrates a complete understanding of the assignment.  • The essay makes a clear and insightful point about the subject.  • The essay shows a deep understanding of theme, plot, characterization, and other elements of literary analysis.  • The essay demonstrates a very clear purpose and focus.  • The ideas presented in the essay are fully elaborated.  • The development of the ideas is thorough and perfectly logical.  • The supporting evidence provides well-chosen direct references from the literary work.  • The evidence selected and presented provides effective support for the essay’s main point.  • The essay demonstrates a great deal of originality and creativity. | • The essay takes a clear and persuasive position.  • The opening provides a clear focus for the essay.  • The focus is clear and effective throughout the essay.  • Introduction is exceptionally clear, effective, and compelling—it grabs the reader’s attention.  • Presentation of supporting evidence is exceptionally clear and thorough, with details that are explicit and vivid.  • The sequence of ideas and supporting evidence is exceptionally effective.  • Transitions provide a seamless progression of ideas.  • The conclusion very effectively reaffirms the focus. | • The writer’s voice is clear, consistent, and sincere throughout the essay.  • Writer’s voice is perfectly attuned to the subject matter of the essay.  • The writer’s voice is exceptionally appropriate to the intended audience of the essay.  • The essay’s tone demonstrates exceptional sensitivity to the piece of literature. | • The word choice is exceptionally precise and accurate.  • The word choice is vivid and effective, with lively descriptive words used.  • When necessary, literary terms are used appropriately and effectively.  • Sentences vary in length and structure.  • Ideas are clearly and smoothly connected using transition words and phrases.  • The essay shows an excellent balance between emotional reflection and reasoned observations. | • All words are spelled correctly.  • The essay contains no errors in English usage, grammar, or punctuation.  • The essay contains no errors in capitalization. |
| 40-45 | • The essay demonstrates a clear understanding of the assignment.  • The essay makes a clear point about the subject.  • The essay shows an understanding of theme, plot, characterization, and other elements of literary analysis.  • The essay demonstrates a clear purpose and focus.  • The ideas presented in the essay are elaborated.  • The development of the ideas is generally thorough and logical.  • The supporting evidence includes appropriate references from the literary work.  • The evidence generally supports the essay’s main point.  • The essay shows originality and creativity. | • The essay takes a clear position on the topic.  • The opening provides a focus for the essay.  • The focus is maintained throughout the essay.  • The introduction is clear and effective.  • Presentation of supporting evidence is clear and complete, with strong details.  • The sequence of ideas and supporting evidence is generally effective and logical.  • Transitions provide a progression from point to point.  • The conclusion reaffirms the focus of the response. | • The writer’s voice is consistent and sincere throughout the essay.  • Writer’s voice is appropriate to the subject matter of the essay.  • The writer’s voice is appropriate to the intended audience of the essay.  • The essay’s tone demonstrates sensitivity to the piece of literature. | • The word choice is generally precise and accurate.  • The word choice is effective, with descriptive words used.  • Generally as necessary, literary terms are used appropriately.  • Sentences vary somewhat in length and structure.  • Ideas are generally connected using transition words and phrases.  • The essay shows a good balance between emotional reflection and reasoned observations. | • Almost all words are spelled correctly.  • The essay contains almost no errors in usage, grammar, or punctuation.  • The essay contains almost no errors in capitalization. |
| 35-40 | • The essay demonstrates basic understanding of the assignment.  • The essay makes a considered point about the subject.  • The essay shows some understanding of theme, plot, characterization, and other elements of literary analysis.  • The essay includes a purpose and focus, but it is not always clear.  • The ideas presented in the essay are explained, but not in great detail.  • The development of the ideas is mostly complete and generally logical.  • The supporting evidence includes some references from the literary work.  • The evidence somewhat supports the essay’s main point, but some may be off the subject.  • The essay shows some originality and creativity. | • The essay takes a position on the topic, but it is not entirely clear and may not be persuasive.  • The opening generally provides a focus.  • The focus is generally clear.  • The introduction is clear and attempts to catch the reader’s attention.  • Presentation of supporting evidence is generally clear and includes details.  • The sequence of ideas and supporting evidence is generally effective but not always logical.  • Transitions are used.  • The conclusion recalls the focus of the response. | • The writer’s voice is somewhat consistent throughout the essay, but sincerity is not obvious.  • Writer’s voice is generally appropriate to the subject matter of the essay.  • The writer’s voice is generally appropriate to the intended audience of the essay.  • The essay’s tone demonstrates some sensitivity to the piece of literature. | • Word choices reflect thought but are not always precise or accurate.  • Descriptive phrasing is attempted but is not always effective or relevant.  • Some literary terms are used, generally appropriately.  • Sentences vary somewhat in length and structure but could use more variation.  • Ideas are usually connected using transition words and phrases, but not always.  • The essay shows some balance between emotional reflection and reasoned observations. | • Some spelling errors occur, but not enough to impede understanding.  • The essay contains some errors in usage, grammar, or punctuation, but not enough to impede understanding.  • The essay contains a few errors in capitalization. |
| 30-35 | • The essay demonstrates some understanding of the assignment, but it is not complete.  • The essay suggests a point about the subject, but it is not clear.  • The essay shows an incomplete or sometimes inaccurate understanding of theme, plot, characterization, and other elements of literary analysis.  • The essay implies a purpose and focus, but it is rarely clear.  • The ideas presented in the essay are not completely explained.  • The development of the ideas is not entirely complete or logical.  • The supporting evidence includes few references from the literary work.  • The evidence may be inappropriate to the main point.  • The essay only occasionally shows originality or creativity. | • The essay seems to take a position on the topic, but it is vague.  • The opening may not clearly provide a focus.  • The focus is not always clear.  • Introduction is not entirely clear or may not include an attempt to catch the reader’s attention.  • Presentation of supporting evidence is generally clear but may lack details.  • The sequence of ideas and evidence is not always effective or logical.  • Transitions are not always used.  • The conclusion may not echo the focus of the response. | • Writer’s voice is not always consistent, and sincerity may be lacking.  • Writer’s voice is not always appropriate to the subject matter.  • Writer’s voice is not always appropriate to the intended audience of the essay.  • The essay’s tone demonstrates only occasional sensitivity to the subject. | • Word choices reflect thought but are often not precise or accurate.  • Descriptive phrasing is occasionally attempted but is not effective or is irrelevant.  • Some literary terms are used, but often not appropriately.  • Sentences only occasionally vary in length and structure.  • Ideas are only occasionally connected using transition words and phrases.  • The essay includes emotional reflection and reasoned observations but is overly reliant on one approach. | • Some spelling errors may impede understanding.  • Errors in usage, grammar, or punctuation may impede understanding at times.  • Errors in capitalization may intrude on understanding. |
| 25-30 | • The essay demonstrates little understanding of the assignment.  • The essay’s point about the subject is unclear or may be missing.  • The essay shows little or an inaccurate understanding of theme,  plot, characterization, and other elements of literary analysis.  • The essay may have a purpose and focus, but it is not clear.  • The ideas presented in the essay are not explained or may be inappropriate to the subject.  • The development of the ideas is generally incomplete and illogical.  • The supporting evidence includes a few inappropriate references from the literary work.  • The evidence is mainly inappropriate to the main point.  • The essay shows little originality or creativity. | • The position about the topic is not clear.  • The opening does not provide a focus.  • The focus is generally unclear.  • Introduction is not clear and may not include an attention-getter.  • Presentation of supporting evidence is somewhat unclear and lacks details.  • The sequence of ideas and evidence is not effective and may be illogical.  • Transitions are rarely used.  • The conclusion does not echo the focus of the response. | • Writer’s voice is generally inconsistent and often insincere.  • Writer’s voice is sometimes inappropriate to the subject matter, but often not.  • Writer’s voice is sometimes inappropriate to the intended audience of the essay.  • The essay’s tone demonstrates little sensitivity to the subject. | • Word choices are generally not precise or accurate.  • Descriptive phrasing is rarely used.  • Sentences and paragraphs may not flow together.  • Sentences rarely vary in length and structure.  • Ideas are rarely connected using transition words and phrases.  • The essay includes only emotional reflection or observation, but not both. | • Spelling errors impede understanding.  • Numerous errors in usage, grammar, or punctuation often impede understanding.  • The essay contains numerous errors in capitalization. |
| 20-25 | • The essay demonstrates no understanding of the assignment.  • The essay makes no point about the subject.  • The essay shows no understanding of theme, plot, characterization, and other elements of literary analysis.  • The essay has no purpose or focus.  • No ideas about the subject are presented.  • No references from the literary work are used.  • No evidence that is appropriate to the essay’s main point is presented.  • The essay shows no originality or creativity. | • No position about the topic is given.  • No opening is used.  • The focus is unclear.  • Introduction is not clear and does not catch a reader’s attention.  • No supporting evidence is presented.  • The sequence of ideas and evidence is random.  • Transitions are not used.  • No conclusion is given. | • Writer’s voice is not consistent or sincere.  • Writer’s voice is not appropriate to the subject matter.  • Writer’s voice is not appropriate for the audience.  • The essay’s tone demonstrates no sensitivity to the subject. | • Word choices are haphazard and inappropriate.  • Descriptive phrasing is not used.  • Sentences and paragraphs do not flow together.  • Sentences do not vary in length and structure.  • Ideas are not connected using transition words and phrases.  • The essay includes declarations but no reflection or observation. | • Numerous spelling errors prevent understanding.  • Numerous errors in usage, grammar, and punctuation impede understanding.  • Numerous errors in capitalization impede understanding. |