9th Grade English – Semester (Monthly) Project Rubric

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|  | Ideas | Organization | Voice | Word Choice & Sentence Fluency | Conventions |
| 20 | • Paper demonstrates a clear, complete understanding of the assignment.  • Paper’s dominant theme is clear and very well articulated.  • Paper makes a clear, insightful point about the subject.  • Paper shows a deep, well-considered understanding of the subject.  • The ideas presented in the response are completely thought out and well elaborated.  • The development of the ideas is thorough and logical.  • Support for the ideas presented is highly specific and very detailed. | • The significance of the title is clear and very insightful.  • Paper clearly states a position about the topic.  • Focus is very clear and effective throughout the response.  • 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.  • Sequence of supporting evidence is highly logical and exceptionally effective. • Transitions provide a seamless progression from point to point.  • Conclusion very effectively reaffirms the focus of the response. | • Writer’s voice is clear, consistent, and effective throughout the response.  • Writer’s voice is perfectly attuned to the subject matter.  • Writer’s voice is perfectly attuned to the audience.  • Paper’s tone demonstrates exceptional sensitivity to the subject. | • Paper displays great precision and accuracy in word choices.  • Descriptive phrasing is vivid and highly effective.  • Sentences and paragraphs flow smoothly together.  • Sentences vary in length and structure.  • Ideas are clearly connected using transition words and phrases.  • Paper shows an excellent balance between emotional reflection and reasoned observations. | • All words are spelled correctly.  • The response contains no errors in English usage or grammar.  • The response contains no errors in punctuation.  • The response contains no errors in capitalization. |
| 17 | • Paper demonstrates a general, essentially complete, understanding of the assignment.  • Paper’s dominant theme is clear and well articulated.  • Paper makes a clear point about the subject.  • Paper shows a considered understanding of the subject.  • The ideas presented in the response are thought out and elaborated.  • The development of the ideas is mostly thorough and generally logical.  • Support for the ideas presented are specific and detailed. | • The significance of the title is clear and meaningful.  • Paper states a position about the topic.  • Focus is clear and effective throughout the response.  • Introduction is clear, effective, and catches the reader’s attention.  • Presentation of supporting evidence is clear and complete, with strong details.  • Sequence of supporting evidence is logical and generally effective.  • Transitions provide a progression from point to point.  • Conclusion reaffirms the focus of the response. | • Writer’s voice is generally consistent and effective throughout the response.  • Writer’s voice is appropriate to the subject matter.  • Writer’s voice is appropriate for the audience.  • Paper’s tone demonstrates sensitivity to the subject. | • Paper displays generally precise and accurate word choices.  • Descriptive phrasing is engaging and generally effective.  • Sentences and paragraphs generally flow smoothly together.  • Sentences vary somewhat in length and structure.  • Ideas are generally connected using transition words and phrases.  • Paper shows good balance between emotional reflection and reasoned observations. | • Almost all words are spelled correctly.  • The response contains almost no errors in English usage or grammar.  • The response contains almost no errors in punctuation.  • The response contains almost no errors in capitalization. |
| 14 | • Paper demonstrates a basic understanding of the assignment.  • Paper’s dominant theme is clear and generally well expressed.  • Paper makes a point about the subject.  • Paper shows some understanding of the subject.  • The ideas presented in the response are thought out but not completely elaborated.  • The development of the ideas is not entirely complete but generally logical.  • Support for the ideas presented is general and somewhat detailed. | • The significance of the title is generally clear but not explicitly so.  • Paper implies a position about the topic. • Focus is generally clear.  • Introduction is clear and attempts to grab the reader’s attention.  • Presentation of supporting evidence is generally clear and includes details.  • Sequence of supporting evidence is generally effective but not always logical. • Transitions are used.  • Conclusion recalls the focus of the response. | • Writer’s voice is somewhat consistent throughout the response.  • Writer’s voice is generally appropriate to the subject matter.  • Writer’s voice is generally appropriate for the audience.  • Paper’s tone demonstrates some sensitivity to the subject. | • Word choices reflect thought but are not always precise or accurate.  • Descriptive phrasing is attempted but is not always effective.  • An effort is made to flow sentences and paragraphs, but not always effectively.  • Sentences vary somewhat in length and structure but could use more variation.  • Ideas are usually connected using transition words and phrases, but not always.  • Paper shows some balance between emotional reflection and reasoned observations. | • Some spelling errors occur, but not enough to impede understanding.  • The paper contains some errors in usage or grammar, but not enough to impede understanding.  • The paper some errors in punctuation, but not enough to impede understanding.  • The paper contains a few errors in capitalization. |
| 11 | • Paper demonstrates a basic but somewhat incomplete understanding of the assignment.  • Paper’s dominant theme may not be entirely clear and needs to be more fully expressed.  • Paper makes a vague point about the subject.  • Paper shows a partial understanding of the subject.  • The ideas presented in the response are considered but not elaborated.  • The development of the ideas is not entirely complete and not entirely logical.  • Support for the ideas presented are general but lacks detail. | • The significance of the title is not entirely clear.  • Paper suggests a position about the topic, but it may be vague.  • Focus is not always clear.  • Introduction is not entirely clear or may not include an attention-getter.  • Presentation of supporting evidence is generally clear but may lack details.  • Sequence of supporting evidence is not entirely effective and not always logical.  • Transitions are inconsistently used.  • Conclusion may not recall the focus of the response. | • Writer’s voice is not always consistent.  • Writer’s voice is not always appropriate to the subject matter.  • Writer’s voice is not always appropriate for the audience.  • Paper’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.  • Sentences and paragraphs may not flow together.  • Sentences only occasionally vary in length and structure.  • Ideas are only occasionally connected using transition words and phrases.  • Paper includes both emotional reflection and observation but is overly reliant on one approach. | • Some spelling errors may impede understanding.  • Errors in usage or grammar may impede understanding at times.  • Errors in punctuation may impede understanding at times.  • Errors in capitalization may intrude on understanding |
| 8 | • Paper demonstrates an incomplete understanding of the assignment.  • Paper’s dominant theme is not clear or fully expressed.  • Paper does not make a clear point about the subject.  • Paper shows little understanding of the subject.  • The ideas presented in the response are not fully considered and not elaborated.  • The development of the ideas is incomplete and not logical.  • Support for the ideas presented are vague and lacks detail. | • The significance of the title is not clear.  • Position about the topic is not entirely clear.  • Focus is sometimes lacking.  • Introduction is not clear and may not include an attention-getter.  • Presentation of supporting evidence is somewhat unclear and lacks details.  • Sequence of supporting evidence is not effective and may be illogical.  • Transitions are rarely used.  • Conclusion does not recall the focus of the response. | • Writer’s voice is generally inconsistent.  • Writer’s voice is sometimes inappropriate to the subject matter.  • Writer’s voice is sometimes inappropriate for the audience.  • Paper’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.  • Paper includes only emotional reflection or observation, but not both. | • Spelling errors impede understanding.  • The paper contains numerous errors in usage or grammar.  • Errors in punctuation often impede understanding.  • The response contains numerous errors in capitalization. |
| 5 | • Paper demonstrates no understanding of the assignment.  • Paper has no dominant theme.  • Paper makes no point about the subject.  • Paper shows no understanding of the subject.  • The ideas presented in the response are not considered and not elaborated.  • Ideas are not developed.  • No support for the ideas is presented. | • The paper has no title.  • No position about the topic is demonstrated.  • Focus is absent.  • Introduction is unclear and does not catch attention.  • No supporting evidence is presented.  • Transitions are not used.  • No conclusion is included. | • Writer’s voice is not consistent.  • Writer’s voice is not appropriate to the subject matter.  • Writer’s voice is not appropriate for the audience.  • Paper’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.  • Paper includes declarations but no reflection or observation. | • Numerous spelling errors prevent understanding.  • Numerous errors in usage or grammar impede understanding.  • Numerous errors in punctuation impede understanding.  • Numerous errors in capitalization impede understanding. |