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. |