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. |