

***Inspired by IB rubric. Used for 9th & 10th grade students before they enter IB Program**

| | Knowledge & Understanding Does it show strong, thorough and creative comprehension of the question? Is it supported by clear evidence? Is evidence clearly explained/connected? Does it show knowledge of literary devices like symbols? | Organization/Structure Does it have clear thesis & topic sentences? Is evidence clearly organized with use of transitions? Are quotes integrated properly into text? | Language Does it have few spelling/grammatical errors? Is the language clear? Does vocabulary reflect what is expected of your grade level? |
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| 0 | Standard described by expectations below has not been met. | Standard described by expectations below has not been met. | Standard described by expectations below has not been met. |
| 1 | <ul style="list-style-type: none"> • Very limited comprehension of the topic or theme. • The work lacks explanation of ideas and support for claims. • Little or no understanding of question or work. • No awareness of author’s use of lit devices/symbolism | <ul style="list-style-type: none"> • Work is generally disorganized and confused: lacking thesis and/or topic sentences • Arguments are not presented in a logical manner. • Paragraph structure and transitions are very weak. • Little to no use of quotes. | <ul style="list-style-type: none"> • Vocabulary is often inappropriate and limited. • Frequent errors in spelling, pronunciation, punctuation, and grammar. • Unclear language significantly hinders ideas. Difficult to understand what writer is trying to say. |
| 2 | <ul style="list-style-type: none"> • Limited comprehension of the topic or theme. • Few and often inappropriate examples are used to explain ideas; many claims are unsupported by evidence. • Occasional awareness of author’s purpose. • Little awareness of author’s use of lit devices/symbolism | <ul style="list-style-type: none"> • Work has some organization, but very little. • Thesis and/or topic sentences unclear. May be missing. • Evidence organized in confusing way. • Paragraph structure and transitions are weak. • Quotes used ineffectively or not used at all. | <ul style="list-style-type: none"> • Vocabulary is inconsistent. • Regular errors in spelling, pronunciation, punctuation, and grammar. • Imprecise language makes ideas unclear and confusing. |
| 3 | <ul style="list-style-type: none"> • Inconsistent comprehension of the topic or theme: some paragraphs show comprehension; others don’t. • Several examples are used to explain ideas and support claims, but could use more; evidence not clearly connected to thesis. • Some awareness of author’s purpose/message, but should be clearer. • Some awareness author’s use of lit devices/symbolism, but should be clearer. | <ul style="list-style-type: none"> • Work is generally organized and clear. • Has a general thesis and topic sentences: should be more specific. • Evidence is organized somewhat well. • Paragraph structure and transitions are apparent, but could use more work. • Quotes used but need to be more clearly integrated. | <ul style="list-style-type: none"> • Vocabulary is usually appropriate and varied. • Occasional errors in spelling, pronunciation, punctuation, and grammar. • Clearer language is necessary to make ideas clearer; language is a bit confusing. |
| 4 | <ul style="list-style-type: none"> • Solid comprehension of the topic, theme or question. • Specific examples used to explain ideas and support arguments. • Clear understanding of author’s purpose/message. • Clear awareness/explanation of lit devices/symbolism (two symbols or literary devices discussed), but may not be as clear as possible. | <ul style="list-style-type: none"> • Work is usually organized, clear, and coherent. • Thesis and topic sentences are specific enough, but could be more clear. • Arguments/examples are presented logically. • Paragraph structure and transitions support ideas. • Clear use of quotes. | <ul style="list-style-type: none"> • Vocabulary is appropriate and varied. • Some errors in spelling, pronunciation, punctuation, and grammar, but overall few. • Clearer language would makes ideas even clearer, but overall reader understands what writer is trying to say. |
| 5 | <ul style="list-style-type: none"> • Sophisticated comprehension of the topic and theme. • Shows creative interpretation of book, outside of what was discussed in class. • Specific use of evidence to explain ideas and support claims and clear connection back to thesis. • Deep understanding of author’s purpose/theme. • Creative awareness of literary devices/symbolism (at least two symbols or lit devices discussed) | <ul style="list-style-type: none"> • Work is organized, clear, and coherent • Thesis is <i>very</i> clear & specific (whole essay could be outlined from it) and topic sentences say exactly what paragraph will be about. • Arguments are logical and perceptive. • Paragraph structure and transitions are strong. • Quotes used effectively and placed seamlessly into essay. | <ul style="list-style-type: none"> • Vocabulary is appropriate, thoughtful, and varied. • Little to no errors in spelling, pronunciation, punctuation, and grammar. • Clear language and clear expression of ideas. Reader understands what writer is trying to say. |