**Summer Reading Character Analogy Rubric—Grade 12 (HONORS)**

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| **CATEGORY** | **ADVANCED** **(6-7 points)** | **PROFICIENT** **(4-5 points)** | **BASIC** **(2-3 points)** | **BELOW BASIC** **(0-1 points)** | **SCORE**  |
| **Focus** | * Establishes a well-developed, sophisticated thesis statement in the last sentence of the introduction
* Focuses on one character combining an adjective and an original analogy to create a unique statement about the character’s personality.
* Stays sharply focused on developing the thesis throughout the paper
* Demonstrates strong understanding of audience and purpose
 | * Clearly identifiable thesis statement, but thesis would be stronger with further development or a more specific focus
* Stays focused on developing the thesis throughout most of the paper
* Demonstrates a general understanding of audience and purpose
 | * Thesis statement is limited to a vague topic that needs further development and a more specific focus
* Drifts off the topic of the thesis at times throughout the paper
* Demonstrates a limited understanding of audience and purpose
 | * No obvious thesis statement is present
* Focus shifts throughout the paper
* Demonstrates a lack of understanding of audience and purpose
 | /7 |
| **Content** | * Thorough discussion of textual examples in body paragraphs demonstrates strong development of thesis and sophisticated ideas
* Uses most significant/relevant and specific quotes, examples, details, and reasoning to fully develop and analyze thesis
* Exceeds minimum page length requirements
 | * Full discussion of textual examples in body paragraphs demonstrates adequate development of thesis
* Adequately supports thesis with sufficient significant/relevant quotes, facts, examples, and details but explanations could be more developed to better support thesis.
* Meets minimum page length requirements
 | * Minimal or limited explanation and discussion of textual examples
* Uses vague or weak examples which lack significance without clearly and sufficiently explaining how the evidence provided support the thesis
* Does not meet minimum page length requirements
 | * Does not provide sufficient examples, details, discussion or facts to substantiate claims;
* Some examples, facts, or details may be irrelevant or inaccurate and hold no significance
* Does not meet minimum page length requirements
 | /7 |
| **Organization** | * Introduction and conclusion paragraphs are effective and well-developed
* Paragraphs are well-organized and logically related so that new elements build on that which precedes
* Uses smooth transitions and varied syntax throughout the paper
 | * Introduction and conclusion paragraphs are adequate but could be more effective
* Logical organization of paragraphs where some elements build on each other
* Transitions between paragraphs and sentence syntax are present but could be more sophisticated
 | * Introduction and conclusion paragraphs need further development to be effective
* Some organizational weaknesses
* Lack of elements building throughout
* Transitions between paragraphs are limited
* Simplistic syntax
 | * Both introduction and conclusion paragraphs are underdeveloped
* Organization of paragraphs is confusing
* No elemental building
* Lack of transitions affects the flow of the paper
* Lacking grade appropriate syntax
 | /7 |
| **Style** | * Purposefully uses a variety of mature sentence structures and rich vocabulary in the present tense
* Uses 3rd person pronouns to maintain a consistently formal academic tone.
* Smoothly integrates direct quotations and evidence
* Employs precise language and literary techniques to manage the complexity of the topic
 | * Demonstrates adequate variety of sentence structure and vocabulary
* Uses a few 1st person and 2nd person pronouns, contractions, abbreviations, and/or slang
* Context information to introduce quotes and/or quote integration could be stronger at times
* Uses some language and literary techniques to manage the complexity of the topic
 | * Uses simplistic and sometimes awkward sentence structures
* Uses some 1st person and 2nd person pronouns, contractions, abbreviations, and/or slang
* Limited and/or awkward quote integration affects the flow of the paper
* Limited usage of language and literary techniques to manage the complexity of the topic
 | * Confusing wording affect clarity
* Frequent use of 1st person and 2nd person pronouns, contractions, and/or slang
* Makes no identifiable attempt to integrate direct quotations
* No usage of language and literary techniques to manage the complexity of the topic
 | /7 |
| **Conventions** | * Evident control of grammar, mechanics, spelling and sentence formation
* Strong control of conventions enhance the quality and clarity of the paper
 | * Sufficient control of grammar, mechanics, spelling and sentence formation
* Errors that are present do not greatly interfere with meaning
 | * Limited control of grammar, mechanics, spelling and sentence formation
* Run-on sentences, fragments, and/or awkward sentences affect clarity
 | * Minimal control of grammar, mechanics, spelling and sentence formation
* Frequent run-ons, fragments, and/or confusing sentences impede clarity
 | /7 |
| **TOTAL SCORE** | **/35** |

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| **Format** (Deduction of 3 points each):* Margins one inch
* Font twelve point Times New Roman
* Header must contain your name, your teacher’s name, the title of the course, and the date written in MLA date format
* Every page (including the Works Cited list) should have a running header (your last name and the page number) in the upper right corner
* The paper must have a title centered above the introduction paragraph
* Work Cited page with references listed in alphabetical order in MLA format
 | **Points Deducted:** | **Internal Citations:*** **All sources** must be cited parenthetically throughout the paper.
* For each parenthetical citation that is not in correct MLA format, 1 point will be deducted.
* A paper with any missing parenthetical citations will be subject to district plagiarism policy.
 | **Points Deducted:** |
| **Submission Requirements:*** Final Copy Packet stapled in order:
	+ Printed final copy with this rubric stapled to the front.
* Submission to Turnitin.com

*Papers will be due the first week of school.* | **Points Deducted:** | **Writer’s Checklist:**\_\_\_\_Analysis of character with specific analogy using textual examples and literary examples that develop the character analysis\_\_\_\_Use explicit quote analysis with a balance of quotes and paraphrases to support the thesis. \_\_\_\_Minimum of 1 quote per body paragraph\_\_\_\_Ensure that you draw your own conclusions based on the sources and personal understandings\_\_\_\_Maintains a focused discussion of the thesis throughout \_\_\_\_Introduction paragraph effectively grabs the reader’s attention and leads into the thesis\_\_\_\_Body paragraphs are organized logically with topic sentences including sophisticated transitions between paragraphs\_\_\_\_Conclusion paragraph effectively recaps key points, re- states the thesis without redundancy, and ends with a strong clincher\_\_\_\_Purposefully uses a variety of mature sentence structures, rich vocabulary, and 3rd person pronouns to establish the formal tone expected in an academic essay. \_\_\_\_Uses present tense (active verbs) to discuss literature. | **Total Earned Points:\_\_\_\_\_\_\_\_****Possible Points: \_\_\_\_\_\_ points** |