**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** |