

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assignment: \_\_\_\_\_ Course: \_\_\_\_\_ SLEs: \_\_\_\_\_ Validated?:  Yes  No

(Circle) each SLE for which this assignment is portfolio-worthy)

# LITERARY RESPONSE ESSAY RUBRIC

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		<b>Content</b>	<b>Organization &amp; Development</b>	<b>Syntax, Grammar</b>	<b>Voice</b>	<b>Mechanics</b>	<b>Overall Effectiveness</b>
<b>4</b>  ✓+	Exceeds the standard	Main idea is original and insightful. Shows evidence of critical thinking through insight into content and structure of the text. Accurate, perceptive, creative use of specific, logical support and details. Demonstrates strong sense of personal engagement in responding to the work of literature.	Logical, comprehensive, and imaginative order. Insightful development and elaboration of main idea. Smoothly integrated support. Creative, varied transitions. Strong lead and conclusion.	Varied and sophisticated sentence structure. Correct word forms. No or very few grammar errors.	Author's individuality is evident and enriches the overall effectiveness. Distinctive tone is appropriate to purpose and engages the audience. Fluent, precise, vivid, and/or creative word choice. Effective, appropriate use of descriptive or figurative language.	Very few or no errors in spelling, punctuation, etc. (≤1 per ¶). Precisely follows assigned format (e.g. headings, margins, MLA documentation). Polished appearance.	Meets or exceeds all expectations and requirements creatively.
<b>3</b>  ✓	Meets the standard	Main idea is logical, relevant, and expressed clearly. Shows understanding of significant aspects of text's content and structure. Consistently accurate, relevant use of specific, logical support and details.	Logical, straightforward order. Effective development of main idea. Clearly integrated support. Smooth, logical transitions. Effective, appropriate lead and conclusion.	Generally varied, clear sentence structure. Mostly correct word forms. Very few grammar errors (≤1 per ¶).	Author's individuality is evident and contributes to the overall effectiveness. Tone is mature and appropriate to purpose. Mostly clear, careful word choice. Some descriptive or figurative language.	Few errors in spelling, punctuation, etc. (1-2 per ¶). Closely follows assigned format. Neat.	Meets all or nearly all expectations and requirements.
<b>2</b>  ✓-	Approaches the standard	Main idea is relevant and generally clear, but lacks depth. Shows understanding of important aspects of text's content. Logic is faulty, vague, or simplistic at times. Some well-chosen support, but at times imprecise, inaccurate, irrelevant, or inadequately explained. Minor errors of fact.	Generally clear development of main idea. Sometimes illogical, vague, rambling, repetitive, or incomplete order. Awkward, choppy, or inconsistent integration of support. Adequate but sometimes abrupt transitions. Adequate lead and conclusion.	Somewhat varied but at times repetitive, awkward, or faulty sentence structure. Mostly simple but complete sentences. Several errors (1-2 per ¶) in grammar or word forms (verb tenses; noun/verb agreement; antecedent/pronoun agreement; etc.)	Tone is vague, uncertain, or inconsistent. Meaning is not hidden. Word choice is generally clear, but at times imprecise, awkward, unidiomatic, wordy, repetitive, elementary, or inappropriate. Little descriptive or figurative language.	Several minor but intrusive errors of spelling, punctuation, etc. (2-4 per ¶). Inconsistent with assigned format. Fairly neat.	Adequately meets some but not all expectations and requirements.
<b>1</b>  -	Below the standard	Main idea is vague, simplistic, unclear, or irrelevant. Several significant errors of fact. Vague, inaccurate, or garbled source references. Inadequate support.	Inconsistent development of main idea. Incomplete, illogical, rambling, or unclear order. Weakly integrated support. Insufficient or unclear transitions. Ineffective or irrelevant lead or conclusion.	Little sentence variety. Often awkward or faulty sentence structure. Several or many significant errors (2+ per ¶) in grammar or word forms (tenses; noun/verb agreement; pronoun agreement; etc.)	Tone is uncertain or inappropriate. Meaning is unclear at times. Word choice is imprecise, awkward, unidiomatic, repetitive, elementary, or inappropriate. Little or no descriptive or figurative language.	Many intrusive errors of spelling, punctuation, etc. (4+ per ¶). Fails to follow assigned format. Sloppy.	Fails to meet many or most expectations and requirements.
<b>0</b>		Off topic. Inadequate material on which to judge. Little or no apparent effort.					

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