

## Grade 8 Literary Essay Rubric

Quality	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
<b>Meaning:</b> The extent to which the response exhibits understanding and interpretation of the task and text (s)	<ul style="list-style-type: none"> <li>● fulfill the requirements of the Tasks</li> <li>● controlling idea is explicit and consistent throughout address the theme or key elements of the text</li> <li>● show a thorough interpretation of the text</li> <li>● make some connections beyond the text</li> </ul>	<ul style="list-style-type: none"> <li>● fulfill most requirements of the tasks</li> <li>●controlling idea is clear with a single focus</li> <li>●address most key elements of the text</li> <li>● show a somewhat literal interpretation of the text</li> <li>● make connections beyond text</li> </ul>	<ul style="list-style-type: none"> <li>● fulfill some requirements of the tasks</li> <li>● address a few key elements of the text</li> <li>● show some gaps in understanding of the text</li> <li>● make some connections</li> <li>●Shows a predominately literal interpretation of the text</li> </ul>	<ul style="list-style-type: none"> <li>● fulfill few requirements of the tasks</li> <li>● address basic elements of the text</li> <li>● show little evidence that the student understood more than parts of the text</li> <li>● make few connections</li> <li>●lacks focus</li> </ul>	<ul style="list-style-type: none"> <li>● fulfill very few requirements of the tasks</li> <li>● address few elements of the text</li> <li>● show almost no evidence that the student understood more than parts of the text</li> <li>● make few to no connections</li> </ul>
<b>Development:</b> The extent to which ideas are elaborated, using specific and relevant evidence from the text (s)	<ul style="list-style-type: none"> <li>● develop ideas fully with thorough elaboration</li> <li>● make effective use of relevant and accurate examples from the text and reconnects to the task consistently</li> <li>● includes at least 3 pieces of supporting evidence, details, description, that effectively support the controlling idea</li> </ul>	<ul style="list-style-type: none"> <li>● ideas are sufficiently elaborated and developed to answer the question</li> <li>● provide examples and details from the text</li> </ul>	<ul style="list-style-type: none"> <li>● may be brief, with little elaboration or development</li> <li>● provide few examples and details from the text</li> <li>● may include minor inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>● provide very few text-based examples and details</li> <li>● may include some inaccurate details</li> </ul>	<ul style="list-style-type: none"> <li>● provide almost no text-based examples and details</li> <li>● may include inaccurate information</li> <li>●Shows little attempt at organization</li> </ul>
<b>Organization:</b> The extent to which the response exhibits direction, shape, and coherence	<ul style="list-style-type: none"> <li>● establishes and maintains a clear focus</li> <li>● effective use of appropriate transitions to establish a logical sequence of ideas</li> <li>●Well organized; easy to follow strong beginning (containing title, author, genre) and ending</li> </ul>	<ul style="list-style-type: none"> <li>● is generally focused, though may include some irrelevant details</li> <li>● shows a clear attempt at organization</li> <li>● attempted use of appropriate transitions to establish a logical sequence of ideas</li> <li>●there is flow from one part to the next</li> </ul>	<ul style="list-style-type: none"> <li>● shows an attempt to maintain focus, though may include some tangents</li> <li>● shows an attempt at organization</li> <li>●writing has some organization, but does not completely flow</li> </ul>	<ul style="list-style-type: none"> <li>● may show an attempt to establish a focus</li> <li>● may include some irrelevant information</li> <li>● shows little attempt at organization</li> </ul>	<ul style="list-style-type: none"> <li>● shows little attempt to establish a focus</li> <li>● may be repetitive, focusing on minor details or irrelevant information</li> <li>● shows no attempt at Organization</li> <li>● writing is disorganized and difficult to follow</li> <li>● parts do not make sense in relation to the whole</li> </ul>
<b>Language Use:</b> The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<ul style="list-style-type: none"> <li>● is fluent and easy to read, with a sense of engagement or voice</li> <li>● uses varied sentence structure and above-grade-level vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● is readable, with some sense of engagement or voice</li> <li>● primarily uses simple sentences and some above grade level vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● is readable, with some sense of engagement or voice</li> <li>● primarily uses simple sentences and basic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● is readable, with little sense of engagement or voice</li> <li>● uses minimal vocabulary</li> <li>● may indicate fragmented thoughts</li> </ul>	<ul style="list-style-type: none"> <li>● is difficult to read, with little or no sense of engagement or voice</li> <li>● uses minimal vocabulary</li> <li>● may indicate fragmented thoughts</li> </ul>
<b>Quality</b>	5-4 points		3-2 points		0-1 point
<b>Presentation/Professionalism</b> Includes neatness, time spent, effort, product matches genre, additional necessary features,	<ul style="list-style-type: none"> <li>● writing is clean, neat, attractive</li> <li>● all steps of the writing</li> </ul>		<ul style="list-style-type: none"> <li>● deadline was met independently</li> <li>● work reflects</li> </ul>		<ul style="list-style-type: none"> <li>● deadline was not met independently</li> <li>● monitoring was needed</li> </ul>

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<p>editing, final form</p>	<p>process were completed on time</p> <ul style="list-style-type: none"> <li>● deadline was met independently</li> <li>● work reflects significant times and best effort</li> </ul>	<p>considerable time and effort</p> <ul style="list-style-type: none"> <li>● Most steps of the writing process were completed on time</li> </ul>	<p>to complete work</p> <ul style="list-style-type: none"> <li>● does not reflect considerable time and effort</li> <li>● steps of the writing process were not all completed on time</li> </ul>
<p><b>Conventions:</b> The extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage.</p>	<p>The writing demonstrates control of the conventions of written English, There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.</p>	<p>The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.</p>	<p>The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.</p>