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| **English 9 Rubric for “Logue Letters” AnalysisStudent Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |

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| CATEGORY  | **A**  |  **B**  | **C**  | **D or below**  |
| **Introduction (Organization)**  | The introduction is inviting, states the main topic and previews the structure of the paper. Thesis is specific. | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.  | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.  | There is no clear introduction of the main topic or structure of the paper.  |
| **Support for Topic (Content)**  | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. Ties in to thesis. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. Mainly ties in to thesis. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. Thesis is not really addressed. | Supporting details and information are typically unclear or not related to the topic.  |
| **Paragraph Organization and Sentence fluency** | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. Paragraphs contain topic sentences, context, evidence, and analysis | Almost all sentences sound natural and are easy-on-the-ear when read aloud, some are stiff or awkward sounding. Most paragraphs contain topic sentences, context, evidence, and analysis. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward, or are difficult to understand. Paragraphs are routinely missing key components. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.Paragraphs are not well constructed. |
| **Conclusion (Organization)**  | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." “So what” is answered. | The conclusion is recognizable and ties up almost all the loose ends. Attempts to answer “so what.” | The conclusion is recognizable, but does not tie up several loose ends. “So what is not well addressed,” | There is no clear conclusion, the paper just ends.  |
| **Grammar & Spelling (Conventions)**  | Writer makes no errors in grammar or spelling that distract the reader from the content.  | Writer makes 1-2 errors per page in grammar or spelling that distract the reader from the content.  | Writer makes 3-4 errors per page in grammar or spelling that distract the reader from the content.  | Writer makes more than 4 errors per page in grammar or spelling that distract the reader from the content.  |

Total:\_\_\_\_\_\_\_\_\_\_\_\_\_/100 Remarks: