

GATES CHILI HIGH SCHOOL – GRADES 9-12 HONORS PROGRAM - SUMMER READING RESPONSE RUBRIC -

Criteria	5	4	3	2	1
<p>Development of Claim/Central Idea:</p> <p>The extent to which the response establishes and develops the argument to support the claim/central idea. (R7, W1, W5)</p>	<p>-introduces a precise and insightful claim/central idea as directed by the task</p> <p>-demonstrates in-depth and insightful analysis of the claim/central idea throughout the piece</p>	<p>-introduces a direct and thoughtful claim/central idea, as directed by the task</p> <p>-demonstrates a thorough analysis of the claim/central idea throughout the piece</p>	<p>-introduces a reasonable claim/central idea, as directed by the task</p> <p>-demonstrates appropriate and accurate analysis of the claim(s)</p> <p>-may be reliant on summary</p>	<p>-introduces a claim/central idea</p> <p>-demonstrates confused or unclear analysis of the claim/central idea</p> <p>- overly reliant on summary</p>	<p>-does not introduce a claim/central idea</p> <p>-does not demonstrate analysis of the texts</p> <p>-summation only</p>
<p>Focus / Organization:</p> <p>The extent to which the essay presents information in a logical, coherent style. (W6, W7)</p>	<p>-exhibits skillful organization of ideas and information to create a cohesive and coherent essay</p>	<p>-exhibits logical organization of ideas and information to create a cohesive and coherent essay</p>	<p>-exhibits acceptable organization of ideas and information to create a mostly coherent essay</p>	<p>-exhibits inconsistent organization of ideas and information, failing to create a coherent essay</p>	<p>-exhibits little organization of ideas and information</p>
<p>Language and Conventions:</p> <p>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. (L1, L2, L3)</p>	<p>- demonstrates control of conventions with essentially no errors, even with sophisticated language</p> <p>-establishes and maintains a formal style, using sophisticated language and structure</p>	<p>- demonstrates partial control, exhibiting occasional errors that do not hinder comprehension</p> <p>-establishes and maintains a formal style, using precise and appropriate language and structure</p>	<p>-demonstrates emerging control, exhibiting occasional errors hindering comprehension</p> <p>-establishes but fail to maintains a formal style, using primarily basic language and structure</p>	<p>-demonstrates minimal control, exhibiting frequent errors making comprehension difficult</p> <p>-lacks a formal style, using some language that is inappropriate or imprecise</p>	<p>- demonstrates a lack of control with frequent errors making comprehension difficult</p> <p>-uses language that is predominantly incoherent and inappropriate</p>

*A response that uses outside resources in part or in hole will be considered plagiarism and scored a zero.

** A response that is not related to the task will be scored no higher than a 1.

Suggested Equivalency Chart: 5=90s / 4=80s / 3=70s / 2=60s / 1=50s or below