

Summer Reading: Writing and Scoring Guide **Name:** _____ **Period:** _____

4: Exceeds the Standard	3: Meets the Standard	2: Approaches the Standard	1: Misses the Standard
Comprehension: Understands the text in light of the author’s purpose, style, rhetorical strategies, genre, and audience.			
Shows insight about both author’s craft and ideas; understands novels and critical text on multiple levels as applied to novels.	Shows moderate insight about authors’ craft and ideas; understands novels and critical text as applied to novels.	Shows limited insight about both authors’ craft and ideas; understands novels/critical text on literal level as applied to novels.	Shows little or no insight about authors’ craft or ideas; limited or flawed understanding of novels and critical text.
Thesis: Develops an appropriate topic, research question, interpretation, or assertion.			
Develops a specific, compelling, defensible thesis based on ideas in the critical text and explains how these contribute to the meaning of the story.	Develops an appropriate, defensible thesis based on ideas in the critical text and explains how these contribute to the meaning of the story.	Develops a plausible thesis based on ideas in the critical text; lacks clarity about how these contribute to meaning of the story.	Develops a flawed or indefensible thesis based on ideas in the critical text; or, offers no thesis at all.
Evidence: Integrates evidence from different primary and secondary sources to support the thesis and any assertions.			
Integrates various examples and/or quotations; uses them to support and challenge thesis or assertions in sophisticated, effective way.	Integrates examples and/or quotations; uses these to support and challenge thesis or assertions in plausible, useful way.	Integrates few examples and/or quotations; attempts to use them to support thesis or assertions; chooses unreliable sources that are not used well.	Integrates no examples and/or quotations; if does, uses them ineffectively or not at all.
Development: Elaborates on and articulates the reason, effect, or meaning of evidence, examples, and assertions.			
Develops compelling, logical progression of commentary and analysis about the meaning, effect, or purpose of events, details, techniques; considers other interpretations and defends against them.	Develops a logical progression of commentary and analysis about the meaning, effect, or purpose of events, details, techniques; attempts to consider and defend against other interpretations.	Develops an obvious or flawed progression of commentary and analysis about the meaning, effect, or purpose of events, details, techniques; fails to consider or defend against other interpretations.	Offers no substantive or coherent commentary and analysis about the meaning, effect, or purpose of events, details, techniques; considers no other interpretations.
Organization: Organizes ideas and details light of audience, occasion, and purpose.			
Uses a variety of organizational patterns and strategies, transitional words and phrases, to emphasize/clarify ideas within/between paragraphs.	Uses several organizational patterns and strategies, transitional words and phrases, to emphasize/clarify ideas within/between paragraphs.	Uses few organizational patterns and strategies, transitional words and phrases, to emphasize/clarify ideas within/between paragraphs.	Uses no organizational patterns and strategies, transitional words and phrases, to emphasize/clarify ideas within/between paragraphs.
Style: Uses stylistic elements and rhetorical strategies to achieve intended effects.			
Uses a variety of sophisticated and effective rhetorical strategies; chooses apt literary and rhetorical terms to analyze the novels in light of the critical text’s ideas.	Uses a variety of effective rhetorical strategies; uses literary and rhetorical terms to analyze the novels in light of the critical text’s ideas.	Uses few rhetorical strategies; uses few or inappropriate literary/rhetorical terms to analyze the novels in light of the critical text’s ideas.	Uses no or inappropriate rhetorical strategies; uses no literary and rhetorical terms to analyze the novels in light of the critical text’s ideas.
Conventions: Observes appropriate conventions of grammar, usage, document format.			
Observes all conventions of standard written English, including tense, agreement, parallelism.	Observes most conventions of standard written English, including tense, agreement, parallelism.	Observes some conventions of standard written English, including tense, agreement, parallelism.	Observes few conventions of standard written English, including tense, agreement, parallelism.
Documentation: Cites and uses sources accurately and ethically, and follows recognized citation guidelines (e.g., MLA).			
Uses source materials—the novels and critical text—ethically and accurately, quoting all sources correctly and in context.	Uses source materials—the novels and critical text—ethically and accurately, quoting most sources correctly and in context.	References source materials—the novels & critical text—inconsistently or inaccurately, quoting some correctly/in context.	References no source materials—the novels or critical text—or quoting few or none correctly or in context.
Requirements: Include or do in your paper all that the assignment stipulates.			
Does more than the assignment requires, which might include adding quotations, citing other sources, linking these books to others.	Does what the assignment requires in terms of elements, features, layout, length, and content.	Does most of or nearly what the assignment requires in terms of elements, features, layout, length, and content.	Does not complete or do what the assignment requires in terms of elements, features, layout, length, and content.

What Works

What to Work On

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