

CAHS Pre-AP English I - 2009 Summer Reading Assignment Rubric

Name _____ Period _____ Date _____

Fiction Book Title _____ Author _____

Part 1 Rubric: Respond to the novel by addressing three questions

	Incomplete	Developing	Satisfactory	Strong	Exemplary
Development of Ideas	<ul style="list-style-type: none"> -writer only presents plot summary -writer doesn't specifically answer the given question -insufficient information, not enough to evaluate 	<ul style="list-style-type: none"> -writer presents one or more ideas but with little or no development -development is general or vague, making it difficult for a reader who has never read your book to understand 	<ul style="list-style-type: none"> -writer presents one or more ideas but they are listed or briefly explained -superficial development limits the reader's understanding and appreciation of ideas, especially for someone who hasn't read your book -development may be somewhat general, inconsistent, or contrived 	<ul style="list-style-type: none"> -writer attempts to develop all ideas included -some ideas may be developed more thoroughly and specifically than others -development overall reflects some depth of thought 	<ul style="list-style-type: none"> -writer's thorough and specific development of each idea creates depth of thought -writer may approach the topic from an unusual perspective or make interesting connections between ideas
Question #1	Incomplete	Developing	Satisfactory	Strong	Exemplary
Question #2	Incomplete	Developing	Satisfactory	Strong	Exemplary
Question #3	Incomplete	Developing	Satisfactory	Strong	Exemplary

	Incomplete	Developing	Satisfactory	Strong	Exemplary
Focus & Organization	<ul style="list-style-type: none"> -overall response is too difficult to follow along and see how all ideas are connected together -insufficient information, not enough to evaluate 	<ul style="list-style-type: none"> -individual paragraph is not focused -writer may shift abruptly between ideas, making it difficult for a reader who has never read your book to understand how the ideas included are related -progression of thought from sentence to sentence is not logical 	<ul style="list-style-type: none"> -individual paragraph is somewhat focused -writer may shift abruptly between ideas but the reader has no difficulty understanding how the ideas included are related -progression of thought from sentence to sentence may not always be smooth or logical 	<ul style="list-style-type: none"> -individual paragraph is for the most part focused -generally shows the clear relationship between ideas making few sudden shifts -progression of thought from sentence to sentence is generally smooth and controlled 	<ul style="list-style-type: none"> -individual paragraph as a whole is focused -the sustained focus enables the reader to understand and appreciate how the ideas included are related -progression of thought from sentence to sentence is smooth and controlled
Question #1	Incomplete	Developing	Satisfactory	Strong	Exemplary
Question #2	Incomplete	Developing	Satisfactory	Strong	Exemplary
Question #3	Incomplete	Developing	Satisfactory	Strong	Exemplary

(continued on next page)

Part 2: Original Poem and Poem Inspiration Paragraph

Poem

	Incomplete	Developing	Satisfactory	Strong	Exemplary
Organization	-insufficient information, not enough to evaluate	-progression of thought from line to line or stanza to stanza is not logical	-progression of thought from line to line or stanza to stanza may not always be smooth or logical	-progression of thought from line to line or stanza to stanza is generally smooth and controlled	-progression of thought from line to line or stanza to stanza is smooth and controlled

Paragraph

	Incomplete	Developing	Satisfactory	Strong	Exemplary
Focus & Organization	-overall response is too difficult to follow along and see how all ideas are connected together -insufficient information, not enough to evaluate	-individual paragraph is not focused -writer may shift abruptly between ideas, making it difficult for the reader to understand how the ideas included are related -progression of thought from sentence to sentence is not logical	-individual paragraph is somewhat focused -writer may shift abruptly between ideas but the reader has no difficulty understanding how the ideas included are related -progression of thought from sentence to sentence may not always be smooth or logical	-individual paragraph is for the most part focused -generally shows the clear relationship between ideas making few sudden shifts -progression of thought from sentence to sentence is generally smooth and controlled	-individual paragraph as a whole is focused -the sustained focus enables the reader to understand and appreciate how the ideas included are related -progression of thought from sentence to sentence is smooth and controlled

Overall Conventions:

	Incomplete	Developing	Satisfactory	Strong	Exemplary
Conventions (usage, grammar, and spelling)	-many incorrect uses of language -meaning is frequently interrupted due to many/obvious errors in punctuation, spelling, usage, sentence construction, etc. -the reader feels confused while trying to understand the writer's words	-several incorrect uses of language -meaning is sometimes interrupted due to several errors in punctuation, spelling, usage, sentence construction, etc. -the reader feels confused while trying to understand the writer's words	-some incorrect use of language -meaning is sometimes interrupted due to some errors in punctuation, spelling, usage, sentence construction, etc. -the reader may feel a little confused at times while trying to understand the writer's words	-mostly correct use of language -meaning is at times interrupted due to several errors in punctuation, spelling, usage, sentence construction, etc. -the reader is left with no confusion	-correct use of language -language enhances the writing -there may be minor errors in punctuation, spelling, usage, sentence construction, etc. -errors do not distract or detract from the effectiveness of the piece

Teacher Feedback: (See further comments regarding these feedback notes on the eClassroom.)

Symbol	Symbol Meaning
¶	paragraph break needed
○	error(s) in conventions
☺	good writing style
awk.	awkward area
p.s.	plot summary only present
?	unclear connection
trans.	transition needed
#	spacing error