**Second Nine Weeks Response to Literature Rubric – South Girard Junior High School**

| Traits | 20 | 15 | 10 | 5 |
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| Focus & Detail  **W. 8. 9** | * Writer answers fully the writing prompt with facts, examples, and details from both texts.
 | * Writer answers fully the writing prompt with few facts, examples, and details from the texts.
 | * Writer somewhat answers the writing prompt but lacks facts, examples, and details from the texts.
 | * Writer does not answer the writing prompt. Includes no facts, examples, or details from the texts.
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| Formatting & Organization **W. 8. 4** | * The paragraph is indented; the prompt is clearly restated. Information is relevant and presented in a logical order. The conclusion is strong.
 | * The paragraph is indented; the prompt is somewhat restated. Relevant information is presented. A conclusion is included.
 | * Paragraph is indented, but the prompt is difficult to identify. Irrelevant information is included along with relevant information. Conclusion is weak.
 | * The paragraph is not indented; the prompt is not clearly restated. Information is irrelevant and presented in an illogical order. The conclusion is missing.
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| Word Choice **W. 8. 2** | * Writer uses vivid words and phrases. The choice and placement of words is natural, accurate, and well-thought-out.
 | * Writer uses vivid words and phrases. The choice and placement of words is inaccurate at times and often seems forced.
 | * Writer uses words that communicate clearly, but the writing lacks variety.
 | * Writer utilizes limited vocabulary. Clichés or jargon that may distract from the meaning are present.
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| Sentence Structure, Grammar, Mechanics, & Spelling **L. 8. 2** | * All sentences are well constructed and vary in structure and length. No errors in grammar, mechanics, and/or spelling are present.
 | * Most sentences are well constructed and vary in structure and length. A few errors in grammar, mechanics, and/or spelling are present, but they do not interfere with understanding.
 | * Most sentences are well constructed but have a similar, repetitive structure and/or length. Several errors in grammar, mechanics, and/or spelling that interfere with understanding are present.
 | * Sentences are not well constructed and are distractingly repetitive, or they are difficult to understand. Numerous errors in grammar, mechanics, and/or spelling that interfere with understanding are present.
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| Writing Process **W. 8. 5** | * Shows evidence of all parts of the writing process: planning, drafting, editing/revising, publishing.
 | * Shows evidence of 3 of the 4 parts of the writing process.
 | * Shows evidence of 2 of the 4 parts of the writing process.
 | * Shows no evidence of the writing process.
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**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Comments:**