Mr. Feldkamp’s 10-point Assignment Grading Rubric

*For Essays, reflections, short answer responses, and any assignment that requires thoughtful response*

KEEP THIS IN A PROMINENT PLACE IN YOUR BINDER

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| 10 | This is a superior piece that responds to all parts of the prompt/question(s) including analysis and demonstrating insight. The writing has a clear statement of position, thoughtful support, convincing examples, and stylistic maturity (sentence structure, diction, organization). The voice is honest and has authority.  Clear, fresh assertions are supported by precise evidence, including brief, well-chosen, correctly cited quotations when necessary. Although there may be a few grammar or spelling errors, the author demonstrates a superior control of language, including an effective and controlled variety of sentence types. |
| **9** | This is an excellent piece that addresses the prompt/question(s) providing analysis. However, they may not have the specific and convincing *proof* of the superior essays. The author’s writing style is less mature, and thus has occasional lapses of diction, tone, syntax, or organization. The voice is honest and mature.  Paragraph and overall organization are sound and flexible.  Most assertions are supported by sound evidence, including brief, well-chosen quotations when necessary. Although there may be errors of grammar and spelling, the author demonstrates a strong control of language, including a variety of sentence types. |
| **8** | This piece responds well to the prompt/question(s).  It is clear and shows some insight but without the depth or precision or evidence of a higher scoring piece.  If the writing is particularly good, some parts of the prompt/question may be neglected.  Assertions -while sound- are more obvious than insightful and may be less than fully supported by evidence. There may be problems with organization, correct word choice or language use, but the essay is generally well-written and engaged, including some variety of sentence length and pattern. |
| **7** | These are mediocre, but adequate, responses. The thesis (purpose) may not be quite clear, the argument not as well-developed, and the organization not especially effective. Evidence may be absent, weak or misapplied at times. Language choices are acceptable but fairly simple, and sentences make sense but are frequently of the same length and pattern. There may be some grammar and spelling errors. All parts of the questions may not be addressed. |
| 6 | The response is generic and may summarize rather than analyze. Generally evidence is absent or misapplied.  Meaningful commentary is not developed.  There is oversimplification or overgeneralization of the issues. There may be substantial repetition of ideas or passages of empty language, and there may be inappropriate word choices and/or sentences that don’t quite make sense. Sentence variety may be minimal. All parts of the prompt/question may not be addressed. |
| 5 | These are weak responses. The voice may be immature or unengaged. Oversimplification or overgeneralization of the issues. The piece lacks clear organization and adequate support, the writing style is simplistic, and there may be frequent grammar and spelling errors. There may be little sentence variety. The response may exhibit little effort. Substantial portions of the question may not be addressed. |
| 4 or less | These are poor responses.  Although they may mention the question, they may lack clarity, have little or no evidence, and/or may contain consistent grammar and spelling errors.  They may exhibit little effort. They may be poorly written, unacceptably brief, or off-topic. Substantial portions of the question may not be addressed. |

**Comments:**