|  |
| --- |
| Name: Date: |

**ENG 4U *Fahrenheit 451* – Independent Study Unit RUBRIC: The Novel Essay**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **BELOW LEVEL ONE** | **LEVEL ONE**  **50-59%** | **LEVEL TWO**  **60-69%** | **LEVEL THREE**  **70-79%** | **LEVEL FOUR**  **80-100%** |
| **PREPARATION AND PLANNING** | | | | | |
| **APPLICATION** | \* Very limited attention is paid in completing assigned tasks and following guidelines | \* completes assigned tasks and follows guidelines to a limited extent | \* completes assigned tasks and follows guidelines to some degree | \* completes assigned tasks and follows guidelines to a considerable degree | \* conscientiously completes assigned tasks and follows guidelines to a high degree |
| **The RESEARCH/WRITING PROCESS** | | | | | |
| **THINKING/**  **INQUIRY**  **\* Pre-writing** | \* demonstrates very limited ability in gathering, organizing, recording ideas, research notes and resources  \* plan is incomplete or significantly flawed | \* demonstrates very limited ability in gathering, organizing, recording ideas research notes and resources  \* plan is incomplete or faulty | \* demonstrates some ability in gathering, organizing, recording ideas research notes and resources  \* creates a simple plan | \* demonstrates considerable ability in gathering, organizing, recording ideas research notes and resources  \* creates a purposeful plan | \* consistently uses effective strategies in gathering, organizing, recording ideas research notes and resources  \* creates an effective, detailed plan |
| **APPLICATION**  **\* Revising &**  **Editing** | \* little to no evidence of revision; does not revise with competence for content or structure  \* very limited ability in editing for sentence structure, grammar, spelling, and punctuation | \* limited evidence of revision; does not revise with competence for content or structure  \* limited ability in editing for sentence structure, grammar, spelling, and punctuation | \* some evidence of revision for content and/or structure  \* some ability in editing for sentence structure, grammar, spelling, and punctuation | \* considerable evidence of revision; changes are made with competence for content or structure  \* considerable ability in editing for sentence structure, grammar, spelling, and punctuation | \* high level evidence of revision; changes for content or structure are effective and insightful  \* strong and sophisticated ability in editing for sentence structure, grammar, spelling, and punctuation |
| **FINAL ESSAY** | | | | | |
| **KNOWLEDGE & UNDERSTANDING**  **\*Information and**  **ideas** | \* demonstrates insufficient understanding of information, ideas, concepts, themes; explicit facts or ideas contain errors | \* demonstrates a limited understanding of information, ideas, concepts, themes; explicit facts or ideas contain errors | \* demonstrates some understanding of information, ideas, concepts, themes | \* demonstrates solid understanding of information, ideas, concepts, themes | \* demonstrates thorough & insightful understanding of information, ideas, concepts, themes |
| **THINKING & INQUIRY**  **\* interpretation**  **and analysis**  **\* use of evidence (from literary works and credible secondary sources)** | \* analyzes and synthesizes ideas and information from a text, and communicates them with very limited ability  \* includes insufficient information from primary and credible secondary sources to support main ideas and personal interpretations  - insufficient and/or inappropriate use of quotations | \* has difficulty analyzing and synthesizing ideas and information from primary and credible secondary sources; struggles to communicate them  \* includes little information from primary and credible secondary sources to support main ideas and personal interpretations  - limited and/or ineffective use of relevant quotations; limited ability to integrate quotations | \* analyzes in simple ways ideas and information from primary and credible secondary sources; simplistic synthesis and communication  \* includes some information from primary and credible secondary sources to support main ideas and personal interpretations  - some use of relevant quotations; proper integration of quotes is inconsistent | \* strong ability to analyze ideas and information from primary and credible secondary sources  \* includes sufficient information from primary and credible secondary sources to support main ideas and personal interpretations  - effective use of relevant quotations; limited ability to integrate and/or interpret quotations | \* insightful, thought-provoking thesis; the focus of the writing demonstrates insight and forcefulness as a result of sophisticated analysis and synthesis of ideas and information from primary and/or secondary sources  \* includes relevant and effective information from primary and credible secondary sources to support main ideas and personal interpretations  - strong use of relevant quotations; quotations are integrated smoothly and interpreted with depth |
| **COMMUNICATION**  **\* controlling idea** | \* unclear thesis and/or weak command of the controlling idea; no focus  \* develops ideas/thesis with very limited logic and coherence; overall organization is flawed (lacks introductory and/or concluding sentences; development of argument is not logical)  \* inappropriate diction, tone, voice and/or language level    \*stylistic features are lacking; sentences are often awkward or incoherent; unclear statements are confusing  \*applies grammar, usage, spelling and punctuation with insufficient accuracy; many errors interfere with reader’s understanding; text is unclear | \* simplistic thesis and/or limited command of controlling idea; little focus  \* develops ideas with limited logic and coherence; overall organization is limited in its effectiveness  - paragraph structure is weak (ineffective or lack of introductory and/or concluding sentences; frequent lapses in development of argument)  \* frequent lapses in appropriateness of diction, tone, voice and/or language level  \* stylistic features lacking; sentences are unvaried or awkward, and lack of emphasis on key ideas may be misleading  \*applies grammar, usage, spelling and punctuation with limited accuracy and effectiveness; frequent errors may interfere with communication | \* thesis is conventional; command of controlling idea is consistence  \*develops ideas with some logic and coherence; overall organization is inconsistent  -paragraph structure is inconsistent (inconsistent or weak introductory and/or concluding sentences; some lapses in the development of argument)  \* some lapses in appropriateness of diction, tone, voice and/or language level  \* few stylistic features distinguish writing style, sentences are somewhat varied; meaning is nevertheless clear  \*applies grammar, usage, spelling & punctuation with some accuracy; some errors in language conventions but do not interfere with communication | \* focused thesis reflects a clear opinion; considerable command of controlling idea creates unity  \* develops ideas with logic and coherence; overall organization is effective  -paragraph structure is consistent (effective introductory and/or concluding sentences; logical development of argument is consistent)  \* appropriate diction, tone, voice and/or language level is maintained throughout the essay  \* considerable use of stylistic features; minor faults do not detract from overall impression  \* applies grammar, usage, spelling and punctuation with considerable accuracy and effectiveness; language conventions are used correctly | \* insightful, thought-provoking thesis; the focus of the writing demonstrates insight/forcefulness  **SEE OVER…**  \*develops ideas with a high degree of logic & coherence; overall organization is sophisticated  -paragraph structure is consistent & sophisticated (strong introductory and concluding sentences; logical development of argument is sophisticated)  \* effective diction, tone, voice and/or language level; varied and rich vocabulary reinforce meaning  \* sentence construction e.g. parallelism, repletion) and other stylistic features (rhetorical devices) reinforce the meaning  \*applies grammar, usage, spelling & punctuation with a high degree of accuracy and effectiveness; language conventions are used correctly/for conscious effect |
| **APPLICATION**  **\* essay format** | \* incomplete bibliography and/or references; sources or not credible; many errors in essay format | \* incorrect format for bibliography and/or references; limited number of credible sources; some errors in essay format | \* bibliography and/or references contain inappropriate sources and some errors; correct essay format | \* bibliography and/or references are correct, credible; correct essay format | \* bibliography and/or references are correct, credible, and extensive; correct essay format |

**Comments:**