*Kite Runner* Essay Rubric

Name: Due Date:

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| Criteria | Weight | Level 4 | Level 3 | Level 2 | Level 1 | Below L.1 |
| ***Knowledge and understanding***  Structure and Organization  (Intro and conclusion)  Structure and Organization  (Body Paragraphs) | /5  /2 | Intro grabs attention and anticipates an insightful thesis. Reworded thesis, summary, and insight compose conclusion.  Topic sentences thoroughly set the focus for body paragraphs. Concluding sentences thoroughly connect ideas to thesis. Well organized arguments overall. | Intro grabs attention and anticipates a fresh thesis. Reworded thesis and summary compose conclusion.  Topic sentences set the focus for body paragraphs. Concluding sentences connect ideas to thesis. Arguments organized. | Intro somewhat grabs attention and leads into thesis Reworded thesis and summary compose conclusion.  Topic sentences somewhat set the focus for body paragraphs. Concluding sentences somewhat connect ideas to thesis. Somewhat organized arguments. | Intro is to simplistic to lead into a thesis. Summary composes conclusion.  Topic sentences are limited in setting the focus for body paragraphs. Concluding sentences loosely connect ideas to thesis. Arguments show limited organization. | No trace of an introduction. Conclusion does not include a thesis, summary or insight.  Topic sentences do not set the focus for body paragraphs. Concluding sentences do not connect ideas to thesis. Arguments are poorly organized. |
| ***Thinking and Inquiry***  Thesis composition  Evidence  Development of arguments | /3  /5  /5 | Thesis is insightful and creative; it forcefully focuses the essay.  Quotations are excellently chosen, taken from a variety of acts, and are superbly integrated into the grammar of the essay. References fully explained and closely support ideas and insights. Trans. words help the flow of ideas.  Develops arguments with a high degree of logic, objectivity, coherence, consistency, and sophistication. | Thesis is clear and fresh, and focuses the essay.  Quotations are well chosen, taken from three acts, and are well integrated into the grammar of the essay. References are explained and support ideas and insights. Transitional words help the flow of ideas.  Develops arguments with logic, objectivity, coherence, consistency, and sophistication. | Thesis is clear, but conventional; it somewhat focuses the essay.  Quotations are somewhat well chosen, taken from one or two acts, and are somewhat integrated into the grammar of the essay. References somewhat explained and support ideas and insights. Transitional words somewhat help the flow of ideas.  Develops arguments with some logic, objectivity, coherence, consistency, and sophistication. | Thesis is unclear and simplistic; as well it is limited in focusing the essay.  Quotations are poorly chosen, taken from only one act and are poorly integrated into the grammar of the essay. References do not explain or support ideas and insights. More transitional words are needed to help the flow of ideas.  Develops arguments with limited objectivity, logic, coherence, consistency, and sophistication. | No trace of a thesis or unifying idea  No quotations used. Transitional words do not help the flow of ideas.  Develops arguments with minimal logic, objectivity, coherence, consistency, and sophistication. |
| ***Communication***  Clarity | /5 | Essay uses style and diction with a high degree of effectiveness; meaning is extremely clear and concise. | Essay uses style and diction with considerable effectiveness; meaning is clear and concise. | Essay uses style and diction with some effectiveness; meaning is somewhat clear and concise. | Essay uses style and diction with limited effectiveness; meaning is often unclear. | Essay uses style and diction with minimal effectiveness; meaning is unclear. |
| ***Application***  Language conventions | /5 | Uses grammar, spelling, and punctuation with a high degree of accuracy and consistency. | Uses grammar, spelling, and punctuation with considerable accuracy and consistency. | Uses grammar, spelling, and punctuation with some accuracy and consistency. | Uses grammar, spelling, and punctuation with limited accuracy and consistency. | Uses grammar, spelling and punctuation with minimal accuracy and consistency. |

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| Deductions | Student loses 0 marks for a flawlessly formatted essay and excellent use of all class work periods. | Student loses 2 marks for an excellently formatted essay and/or the misuse of 1 class work period. | Student loses 4 marks for a well formatted essay and/or the misuse of 2 class work periods. | Student loses 6 marks for a decently formatted essay and/or the misuse of 3 class work periods. | Student loses 8 marks for a poorly formatted essay and/or the misuse of 4 class work periods. | Student loses 10 marks for an essay that has no MLA formatting and/or the misuse of 5 class work periods. |

Total /30