|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | **Rubric for The Kite Runner (and AP essays)**  |
|  |  |  |  | **Letter** |  | **Point** |  | **Criteria for score** |
|  | **Score** |  |  | **Value** |  |
|  |  | **Grade** |  |  |
|  |  |  |  | **(40)** |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | **Excellent, specific thesis; excellent illustrations/specific, detailed** |
|  | 9 |  |  | A |  |  | 40 |  |  | **support; excellent organization; sound mechanics; effective** |
|  |  |  |  |  |  |  | **imagination, sees and makes connections; no major grammatical** |
|  |  |  |  |  |  |  |  |  |  | **errors (SVA, PNC, PNA, CS, SF, RO)** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | **Excellent, specific thesis; excellent illustrations/specific, detailed** |
| 8 |  |  | A- | 38 |  |  | **support; efficient organization; less imagination of speculation; a** |
|  |  |  |  | **few mechanical flaws which do not reduce the impact of the** |
|  |  |  |  |  |  |  |  |  |  | **analysis; no more than 1 instance of major grammatical errors** |
|  |  |  |  |  |  |  |  |  |  |  |
|  | 7 |  |  | B+ |  |  | 37 |  |  | **Intelligent, yet less concise thesis; effective illustrations; sound** |
|  |  |  |  |  |  |  | **organization; adequate mechanics; a “safe” paper, beautifully** |
|  |  |  |  |  |  |  |  |  |  | **done; no more than 2 instances of major grammatical errors** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | **Good, safe thesis, completely adequate in every way; some** |
| 6 |  |  | B | 36 |  |  | **illustrations; a beginning, middle, and end; significantly less** |
|  |  |  |  | **imagination; no more than 3 instances of major grammatical** |
|  |  |  |  |  |  |  |  |  |  | **errors** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | **The thesis is adequate, yet unnecessarily general; predictable** |
|  |  |  |  |  |  |  |  |  |  | **illustrations; general analysis; a few definite mechanical flaws;** |
|  | 5 |  |  | B- |  |  | 35 |  |  | **intelligent observations and conclusions; contains minor errors in** |
|  |  |  |  |  |  |  | **comprehension of work (mistaken character or place names, etc.);** |
|  |  |  |  |  |  |  |  |  |  | **no more than 3 instances of major grammatical errors; use of 2nd** |
|  |  |  |  |  |  |  |  |  |  | **person or 1st person – one instance** |
|  |  |  |  |  |  |  |  |  |  | **The thesis is too large or vague; some illustrations, but surface** |
| 4 |  |  | C | 34 |  |  | **analysis; definite mechanical flaws or carelessness; the writing** |
|  |  |  |  | **has “moments” when it’s an essay as opposed to a plot summary** |
|  |  |  |  |  |  |  |  |  |  | **or other form; shows major problems with comprehension of** |
|  |  |  |  |  |  |  |  |  |  | **work; no more that 4 instances of major grammatical errors** |
|  |  |  |  |  |  |  |  |  |  | **An adequate report; the thesis is much too large or vague; an** |
|  | 3 |  |  | C- |  |  | 33 |  |  | **intelligent summary; few illustrations; punctuation flaws; might** |
|  |  |  |  |  |  |  | **reflect a simple lack of effort or hurried, last-minute preparation; 4** |
|  |  |  |  |  |  |  |  |  |  | **or more instances of major grammatical errors; use of 1st or 2nd** |
|  |  |  |  |  |  |  |  |  |  | **person – more than one instance** |
|  |  |  |  |  |  |  |  |  |  | **The thesis, if it exists, is hiding; it is up to the reader to find it;** |
| 2 |  |  | D | 32 |  |  | **assortment of rambling generalizations; amidst all the** |
|  |  |  |  | **generalization, there are enough intelligent observations to justify** |
|  |  |  |  |  |  |  |  |  |  | **a passing grade; many grammatical errors; 5 or more instances of** |
|  |  |  |  |  |  |  |  |  |  | **major grammatical errors** |
|  |  |  |  |  |  |  |  |  |  | **Lack of effort; no thesis, therefore nothing to illustrate; no interest** |
|  | 1 |  |  | F |  |  | 24 |  |  | **in topic; usually, rather brief, undeveloped; completely off-topic;** |
|  |  |  |  |  |  |  | **shows no comprehension of work; contains 6 or more major** |
|  |  |  |  |  |  |  |  |  |  | **grammatical errors.** |
|  |  |  |  |  |  |  |  |  |  |  |

**Essay Scoring Guide**

**ORGANIZATION**

* **8/9** Clear, logical, fluid and follows format with artful transitions; focused on thesis
* **6/7** Logical; follows format with smooth transitions
* **5** Present, but there may be some confusion
* **3/4** Flawed; does not follow format; weak control

**CRITICAL THINKING**

* **8/9** Insightful, meaningful; demonstrates writer’s ability to discuss and clearly analyze withinsight, understanding, and control
* **6/7** Less thorough, less incisive, or less specific; demonstrates writer’s ability to analyzeliterary work, but reveal a more limited understanding than 9/8 papers
* **5** Safe, plastic, superficial; reveals simplistic thinking and/or immature writing with thin,commonplace information that addresses prompt
* **3/4** Misinterpretations, underdeveloped or misguided; paraphrase and plot-summary at theexpense of analysis

**FACTUAL CONTENT**

* **8/9** Skillful use of excellent concrete detail selection; documented correctly
* **6/7** Good concrete detail selection; documented correctly
* **5** Acceptable use of concrete detail selection; documented correctly
* **3/4** Weak and/or flawed concrete detail selection; doesn’t support topic sentence / question

**SENTENCE VARIETY / DICTION**

* **8/9** Excellent, critical use of varied sentence structure; powerful, excellent word choiceused correctly; wording is obviously well chosen
* **6/7** Good variety; good word choice used correctly which emphasizes the point
* **5** Limited with simple sentences; average, ordinary word choice or odd word choice;diction may be marred by repetitions and imprecision
* **3/4** Sentences are awkward, ambiguous, and/or confusing / little if any sentence variety;simple word choice; words used incorrectly; slang; odd phrasing

**MECHANICS / REVISION**

* **8/9** Superior paper with stylistic flair that expresses ideas with clarity and skill; excellentgrammar, punctuation, spelling
* **6/7** Minimal / insignificant mechanical errors that do not detract from meaning
* **5** Mechanics and/or legibility is a consistent problem; repeats may be a concern
* **3/4** Essay is hard to understand due to grammar, mechanics, and/or legibility; evidence ofcareful proofreading is scanty, or nonexistent.

|  |  |  |
| --- | --- | --- |
| **9/8 (A):** Excellent / Powerful / Rich Content |  |  |
| **7/6 (B):** Good / Solid |  |  |
| **5 (C):** Adequate / Average |  |  |
| **4/3 (D):** Demonstrates Problems / Rudimentary |  |  |