

CAHSEE Response to Lit Rubric

Student Author: _____ Prompt: _____

	4 :-D	3 :-)	2 :-	1 :-((Score:
<p>Grasping* the Text*</p> <p><small>*Grasp = understand it *Text= what you've read (story, poem, etc.)</small></p>	This essay shows that the writer REALLY got the text on a deep level, including well beyond the obvious meaning	This essay shows a basic understanding of the text, including some understanding beyond the obvious meaning	This essay shows that the writer only kind of gets the text and mostly understands it on the surface	Did the writer even read the text?	
<p>Thesis*</p> <p><small>*Thesis = main idea that is the point of the whole essay *Prompt = directions for writing</small></p>	This essay has a clear, strong, obvious thesis that specifically responds to the prompt	This essay has an identifiable thesis that generally responds to the prompt	The thesis is weak or hard to identify or dodges the prompt	There is no thesis to be found	
<p>Organization*</p> <p><small>*Organization = obvious introduction; supporting body paragraphs that begin with topic sentences; short, clear conclusion.</small></p>	The content of this essay is expertly organized; each paragraph is built around a solid main idea	This essay is clearly organized; body paragraphs attempt to stick to one main idea	There are paragraphs, but they aren't developed around main ideas	There are no clear paragraphs	
<p>Support & Evidence* for Thesis</p> <p><small>*Support/Evidence = examples & explanation of those examples</small></p>	Has relevant and specific details, examples, and quotations from the text to support thesis & main ideas	Has general details and examples from the text to support thesis & main ideas	Has few details or examples from the text; they may be vague or irrelevant	There are no supporting details from the text and/or they are unrelated or confusing	
<p>Sentence Fluency*</p> <p><small>*Sentence Fluency = sentences are clear, interesting, varied, and flow together nicely</small></p>	Sentences use precise, descriptive language and have variety	Sentences give some description and have some variety	Sentences are basic and all sound very much the same	The language is too simple: no variety and limited vocabulary	

<p>Language Conventions*</p> <p>*Language Conventions = correct grammar, spelling & punctuation</p>	<p>Only minor, unimportant mistakes (and not very many!)</p>	<p>There are some mistakes but the essay is still totally understandable</p>	<p>Some parts are hard to read because of mistakes</p>	<p>Too many mistakes make the whole essay hard to read</p>	
<p>Notes:</p> <p>In response to LITERATURE (a story or poem) did you: Show that you are aware of the literary devices (characterization, foreshadowing, irony, etc.) and the stylistic devices (figurative language, word choice, repetition, etc.) that the author uses? If so, +.5</p> <p>In response to an INFORMATIONAL PASSAGE (article, essay, nonfiction) did you: Think about how the readers of your essay might misunderstand aspects of the passage, bring certain biases to the text, or have certain expectations about it and did you address these in your essay? If so, +.5</p>					<p>Total Score:</p>