

Matanzas High School English III Honors Summer Reading

<i>Criteria</i>	91-100 Excellent	81-90 Proficient	70-80 Competent	0-69 Less than Competent
Ideas 50%				
<i>Content</i>	The essay demonstrates a clear understanding of the ambiguities, nuances, and complexities of the text. The essay demonstrates a thorough, thoughtful, comprehensive grasp of the text.	The essay demonstrates a general understanding of the ambiguities, nuances, and complexities of the text. The essay demonstrates a comprehensive grasp of the text.	The essay demonstrates a limited understanding of the ambiguities, nuances, and complexities of the text. The essay demonstrates a limited grasp of the text.	The essay demonstrates no understanding of the ambiguities, nuances, and complexities of the text. The essay demonstrates little grasp of the text.
<i>Thesis</i>	The essay provides a meaningful thesis that focuses on a specific subject, i.e. universal theme or element of literature that is clearly expressed in the thesis.	The essay provides a thesis that is consistent and focused.	The essay may provide an unclear thesis that establishes tone and focus and some control.	The essay may provide a weak and vague thesis that fails to establish control and organization.
<i>Argument and Support</i>	The essay logically supports the thesis and main ideas with details, facts, examples, and quotations from the novel.	The essay supports the thesis and main ideas with details and examples from the novel.	The essay loosely supports the thesis and main ideas with limited details and/or examples from the novel.	The essay fails to support ideas with details and/or examples from the novel.
<i>Reader Interest</i>	The content of the essay interests the reader sufficiently	The content of essay is mostly interesting but at times fails to catch or sustain interest.	The content of the essay only keeps the reader's attention 50% of the time.	The content fails to sustain any interest.
				Total: _____/50
Organization and Style 35%				
<i>Organization</i>	The essay contains a logically developed introduction, body, and conclusion and provides an effective, and powerful analysis of a novel. All paragraphs have smooth and varied transitional phrases.	The essay contains a loosely developed introduction, body, and conclusion and provides an analysis of a novel. Some paragraphs have effective transitional phrases.	The essay attempts to develop an introduction, body, but may lack a conclusion. It attempts provide an analysis of a novel. Transitional phrases are rarely used.	The essay altogether lacks a logical organization and contains three or more paragraphs, which might attempt to provide an analysis of a novel. Transitional phrases are never used.
<i>Sentence Variety</i>	The essay provides varied sentence types and uses precise, descriptive language.	The essay provides varied sentence types and uses some descriptive language.	The essay provides few types of sentences, and uses basic, predictable language.	The essay provides no sentence variety. Over use of expressions such as "like," "a lot," and "well."
<i>Audience and Appropriate Vocabulary</i>	The essay demonstrates a clear sense of audience and uses the appropriate vocabulary for that audience. No use of the personal "I" or "you" No overuse of expressions such as "like," "a lot," and "well." Essay has voice.	The essay demonstrates a general sense of audience and uses some vocabulary for that audience. May inappropriately use the personal "I" or "you." Occasional use of expressions such as "like," "a lot," and "well." Essay has some voice.	The essay demonstrates little sense of audience and does not adjust the vocabulary for an audience. May have frequent use of expressions such as "like," "a lot," and "well." May inappropriately use the personal "I" or "you" Voice may not be apparent.	The essay demonstrates no sense of audience , uses limited vocabulary , and makes no adjustments. Frequent use of expressions such as "like," "a lot," and "well. Inappropriately uses the personal "I" or "you" No apparent use of voice.
				Total: _____/35
Mechanics: (Grammar, punctuation, capitalization, spelling) 15%				
<i>Mechanics:</i>	The essay contains few , if any, errors in the conventions of the English Language. Quotations are correctly punctuated and smoothly blended into the body of the essay.	The essay contains some errors in the conventions of the English language. (Errors do not interfere with the reader's understanding of the essay) Quotations are correctly punctuated, but are not carefully blended into the essay.	The essay contains numerous errors in the conventions of the English language. (Errors may interfere with the reader's understanding of the paper). Quotations lack correct punctuation and are awkwardly placed in the body of the essay.	The essay contains serious errors in the conventions of the English language. (Errors interfere with the reader's understanding of the paper.) Quotations are not used in the essay.
				Total: _____/15

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Essay # 1 total: _____/100

Essay # 2 total: _____/100

Teacher Comments: