

Alas! Babylon by Pat Frank

English I Honors: Summer Reading Assignment 2009

Name: _____

Period: _____

Date: _____

(Affix this cover sheet to your essay) Your score= _____

A = 24 to 22 B= 19-21 C = 17-18 D= 15-16 F = Below 15 or did not submit

<i>Criteria</i>	4 Excellent	3 Proficient	2 Competent	1 Less than Competent
Organization	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 .
Thesis	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.
Support	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.
Sentence Variety	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."
Audience and Appropriate Vocabulary	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.
Standard English Usage	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.

Additional Instructor Comments: _____
