

## 1st semester independent reading project- English II honors

CATEGORY	4- Exemplary	3- Proficient	2- Novice	1- Unsatisfactory
<b>Introduction</b>	Includes an interesting quote from the book, brief summary (no more than 5-7 sentences), and five literary elements.	The introduction includes a quote but may be missing one of the requirements, or the summary may be too long / short.	The introduction includes a summary but is missing the quote and literary elements.	The introduction does not include a quote. It is very basic, missing multiple requirements.
<b>Thesis Statement</b>	The thesis is clearly stated near the end of the introduction. It establishes how the author uses the specific literary elements to achieve a purpose OR whether or not the author use the literary elements successfully.	The thesis statement is clear with adequate development but may lack focus on one of the assigned topics.	Thesis lacks clarity and / or does not meet one of the required themes. The focus is confusing.	There is no identifiable thesis.
<b>Body Paragraphs</b>	All of the body paragraphs are well-developed with clear topic sentences, smooth transitions, and supporting details. Quotes are incorporated correctly and include the page number. Paragraphs maintain clear and consistent focus throughout.	Paragraphs may lack some development, but they have clear topic sentences and transitions. The details support the thesis, and the writer uses direct quotes appropriately. Focus is maintained throughout.	Paragraphs lack development with few or no supporting details. Topic sentences are unclear, and the writing lacks focus. Supporting details are minimal and not in the form of direct quotes.	The paper does not have clearly defined paragraphs as well as transitions to link them, or topic sentences within them. Support is superficial at best.
<b>Conclusion</b>	Clearly restates thesis, summarizes main points/literary elements, does not add any new information, and refers back to the opening quote.	Thesis is repeated but not restated. Main points are identified but not summarized. The conclusion may not tie back to the opening. However, the paper still has a sense of closure.	The thesis may be missing. One or more of the main points may not be reviewed. The paper has a conclusion but lacks closure.	The conclusion is random and does not provide the reader with closure. \"I have written about\" or \"I have just told you\" may be present.
<b>Grammar, Usage, Mechanics</b>	Superior understanding of grade-level grammar. Few or no mechanical errors (spelling, punctuation, capitalization) relative to the complexity and length of the review. Few to no fragments and run-on sentences.	Good understanding of grade-level grammar. Some mechanical errors, but they do not compromise the clarity of the paper. Few sentence level issues.	Weakly demonstrates grade-level grammar. Poor mechanics may interfere with communication. Some sentence level issues.	Multiple errors in mechanics seriously interfere with understanding. Numerous sentence level issues.
<b>Format</b>	Review follows manuscript format. Font is Times New Roman size 12. The paper is double spaced with 1 inch margins. The paper includes the proper heading, title, and last name/page number in the upper right corner 1/2 inch from the top. The writing does not have any contractions or personal pronouns.	Review follows most of the conventions for manuscript format. There may be one or two personal pronouns or contractions.	Review follows few conventions of manuscript format. There are several personal pronouns and / or contractions throughout.	Review does not follow guidelines. It is handwritten, illegible, and difficult to read.