

Reading Journal Rubric: 2013 English Language Arts/Social Studies Summer Assignment

	Exemplary	Proficient	Developing	Emerging	Experimenting
Key Ideas and Details	10	8	6	4	2
RL.9-10.1 and RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- You consistently cite strong textual evidence that thoroughly supports your analysis of the text. - Your analysis demonstrates expertise in drawing inferences from the text.	- You cite strong textual evidence that clearly supports your analysis of the text. - Your analysis demonstrates an aptitude in drawing inferences from the text.	- You cite textual evidence of varying quality that supports your analysis of the text. - Your analysis shows evidence of attempts to draw inferences from the text, with some attempts more successful than others.	- You cite textual evidence of questionable relevance that partially supports your analysis of the text. - Your analysis of the text is mostly literal, but shows some evidence of attempts to make inferences.	- You cite minimal or irrelevant textual evidence in an attempt to support your analysis of the text. - Your analysis of the text is literal only. You have not demonstrated an ability to make inferences.
Production of Writing	10	8	6	4	2
W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- You have produced clear and coherent writing in which the development, organization, and style are exemplary.	- You have produced clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- Your writing is mostly clear and coherent, with some flaws in development and/or organization. - Your style isn't consistently appropriate to the task, purpose and/or audience.	- Your style and organization do not produce clarity and/or coherence in writing journal entries. - Your style is frequently inappropriate for an academic audience.	- Your writing is consistently unclear, incoherent, and/or lacks organization. - Your style demonstrates little or no awareness of your potential audience.
Craft and Structure	10	8	6	4	2
RL.9-10.4: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	- You have recognized the level of formality of the work through reasoned analysis of the author's word choices. - You have recognized the emotional and/or psychological tone of the work through reasoned analysis of the author's word choices. - You have analyzed how the language of the work evokes a sense of time and place.	- You have recognized the level of formality of the work through reasoned analysis of the author's word choices. - You have recognized the emotional and/or psychological tone of the work through reasoned analysis of the author's word choice.	- You have recognized the level of formality of the work, but your analysis of the author's word choices is incomplete or partially irrelevant. - You have recognized the emotional and/or psychological tone of the work, but your analysis of the author's word choices is incomplete or partially irrelevant.	- You have recognized the level of formality of the work, but you provide little or no analysis of the text to support your response. - You have recognized the emotional and/or psychological tone of the work, but you provide little or no analysis of the text to support your response.	- You have not recognized the level of formality of the work. - You have not recognized the emotional and/or psychological tone of the work.

Craft and Structure	10	8	6	4	2
RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> - You have determined the author's intention in writing the text. - You have thoroughly analyzed the author's use of rhetoric in developing that intent. 	<ul style="list-style-type: none"> - You have determined the author's intention in writing the text. - You have analyzed, in adequate depth, the author's use of rhetoric in developing that intent. 	<ul style="list-style-type: none"> - You have determined the author's intention in writing the text. - You have analyzed, with partial success and/or inadequate depth, the author's use of rhetoric in developing that intent. 	<ul style="list-style-type: none"> - You had difficulty in clearly expressing the author's intention in writing the text. - You have analyzed, with partial success and/or inadequate depth, the author's use of rhetoric in developing that intent. 	<ul style="list-style-type: none"> - You had difficulty in clearly expressing the author's intention in writing the text. - You made minimal or no attempts to analyze the author's use of rhetoric in developing that intent.
Conventions	5	4	3	2	1
L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> - You have made no errors in conventions that distract the reader from the content of your journal entries. 	<ul style="list-style-type: none"> - You have made 1-2 errors in conventions that distract the reader from the content of your journal entries. 	<ul style="list-style-type: none"> - You have made 3-4 errors in conventions that distract the reader from the content of your journal entries. 	<ul style="list-style-type: none"> - You have made 5-6 errors in conventions that distract the reader from the content of your journal entries. 	<ul style="list-style-type: none"> - You have made 7 or more errors in conventions that distract the reader from the content of your journal entries.
Vocabulary Acquisition and Usage	5	4	3	2	1
L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> - You have consistently demonstrated a clear and thorough understanding of figurative language. - You recognized that words may have more than one meaning and used the context to determine the most appropriate meaning. - You recognized that some phrases or combinations of words take on special meaning. Your analysis of this was insightful. 	<ul style="list-style-type: none"> - You have demonstrated a clear understanding of figurative language. - You recognized that words may have more than one meaning and used the context to determine the most appropriate meaning. - You recognized that some phrases or combinations of words take on special meaning. Your analysis of this was proficient. 	<ul style="list-style-type: none"> - You have demonstrated a partial understanding of figurative language. - While you recognized that words may have more than one meaning, you had limited success in determining the most appropriate meaning. 	<ul style="list-style-type: none"> - You had difficulty demonstrating an understanding of figurative language. - Your analysis of the text was mostly limited to the most common or literal meaning of words and phrases. 	<ul style="list-style-type: none"> - You were unable to demonstrate an understanding of figurative language. - Your analysis of the text was limited to the most common or literal meaning of words and phrases.