**Language A Rubric**

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|  | **A: Content** | **B: Organization** | **C: Style & Language Mechanics** |
| 0 | Student does not reach a standard  described by any of the descriptors below | Student does not reach a standard  described by any of the descriptors below | Student does not reach a standard  described by any of the descriptors below |
| 1-2 | The student demonstrates **very limited** understanding of the text and topic, and **little or no** awareness of the author’s choices. There is **little or** **no** detail, development or support. Creative work shows **very limited** imagination or sensitivity; the student **rarely** employs literary features, or employs literary and/or nonliterary features that **do not** serve the context or intention. The use of terminology is **missing, inconsistent** and/or **incorrect**. | The student **rarely** employs organizational structures and/or language-specific conventions, or uses those that **do not** serve the context and intention.  The work is generally **disorganized, unclear** and/or **incoherent**. The student employs critical apparatus **inappropriately** or **not at all**. | The student employs a **very limited range of appropriate** vocabulary, idiom and sentence structure. There are **very frequent** errors in grammar and syntax, which **persistently hinder** communication. There is **little or no evidence** of a register and style that serve the context and intention. There are **very frequent errors** in punctuation and spelling/writing, which **persistently hinder** communication. In oral/ presentation work there is **little or no** competence in oratory technique. |
| 3-4 | The student demonstrates **limited** understanding of the text and topic, and **sometimes** shows an awareness of the author’s choices, although detail, development and/or support are **insufficient**. In creative work, pieces show **limited** imagination/ sensitivity; the student **attempts to** employ literary and/or non-literary features; these **sometimes** serve the context and intention. The use of terminology is **sometimes** accurate and appropriate. | The student **sometimes** employs organizational structures and/or language-specific conventions that serve the context and intention. The work shows the **beginnings** of organization but **lacks coherence**.  The student employs critical apparatus with **limited successfully**. | The student employs a **limited range of appropriate** vocabulary, idiom and sentence structure. There are **frequent** errors in grammar and syntax, which **hinder** communication. There is **some evidence** of a register and style that serve the context and intention. There are **frequent errors** in punctuation and spelling/writing, which **hinder** communication. In oral/presentation work there is **some** competence in oratory technique. |
| 5-6 | The student demonstrates a **sufficient** understanding of the text and topic, and an **awareness** of the author’s choices, using **adequate** detail, development and support. In creative work, pieces reflect **some** imagination/sensitivity; the student **generally** employs literary and/or non-literary features that serve the context and intention. Terminology is **usually** accurate and appropriate. | The student **usually** employs organizational structures and language-specific conventions that serve the context and intention. The work is **generally organized, clear and coherent**. The student **generally** employs critical apparatus **correctly**. | The student **generally** employs a range of **appropriate** vocabulary and sentence structure. Grammar/syntax are **generally** accurate; **occasional** errors **sometimes hinder** communication. The student **often uses** a register/style that serve the context and intention. Punctuation/spelling/writing are **generally** accurate; **occasional** errors **sometimes hinder** communication. In oral/presentation work there is **adequate** competence in oratory technique. |
| 7-8 | The student demonstrates a **good** understanding of the text/ topic/author’s choices, using **substantial** detail, development and support. In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention. **Relevant** terminology is used accurately and appropriately. | The student **consistently** employs organizational structures and language-specific conventions that serve the context and intention. The work is **usually well-organized**, clear and coherent and the ideas being expressed **build on each other**. The student employs critical apparatus **correctly**. | The student employs a range of **appropriate** vocabulary/idiom/sentence structure. Grammar/syntax are **accurate**; occasional errors **rarely hinder** communication. The student **consistently uses** a register and style that serve the context and intention. Punctuation and spelling/writing are **accurate**; occasional errors **rarely hinder** communication. In oral/presentation work there is a **good level** ofcompetence in oratory technique. |
| 9-10 | The student demonstrates a **perceptive** understanding of the text, topic and the author’s choices, **consistently** using **illustrative** detail, development and support. In creative work, pieces reflect a **lot** of imagination and sensitivity; the student employs literary and/or non-literary features **effectively** that serve the context and intention. Student shows **sophisticated command** of **relevant** terminology, and uses it appropriately. | The student consistently employs **sophisticated** organizational structures and language-specific conventions that serve the context and intention. The work is **consistently** well-organized, clear and coherent and the ideas being expressed build on each other in a **sophisticated** manner. The student **integrates** critical apparatus correctly **effectively**. | The student employs a **wide** and **effective** range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; **very infrequent** errors do not hinder communication. The student demonstrates **mastery** of a register and style that serve the context and intention. Punctuation and spelling/ writing are **accurate**; **very infrequent** errors do not hinder communication. In oral/presentation work there is a **high level** of competence in oratory technique. |
|  | Content Score: \_\_\_\_ | Organization Score: \_\_\_\_ | Style and Language Score: \_\_\_\_\_ |

**Total Score**: \_\_\_\_\_\_

**Rubric Grade Equivalents**

30 = 100 29 = 97 28 = 94 27 = 91

26 = 88 25 = 85 24 = 82

23 = 79 22 = 76 21 = 73 20 = 70

19 = 67 18 = 64 17 = 61 16 = 58 15 = 55 14 = 52

13 = 49 12 = 46 11 = 43 10 = 40 9 = 37 8 = 34 7 = 31

6 = 28 5 = 25 4 = 20 3 = 15 < 2 = 0

**Point Deductions for Egregious Errors When Writing Formal Essays**

1. Improper use or absence of italics, underlining or quotations when referencing the title of a work – 2 points per instance under criterion “C” on the rubric

2. Using the “I” or "You" pronoun (or derivatives of either e.g we, us, etc.) – 1-3 point deduction (depending on frequency) under criterion “C” on the rubric

3. Improper formatting of parenthetical documentation (AKA in-text citation) - 1-3 point deduction (depending on frequency) under criterion “B” on rubric

4. Use of past tense in formal essay – 1-3 point deduction (depending on frequency) under the “C” criterion on the rubric

5. Sentence Fragments – 5 points off final paper grade for each instance

6. Quotes not properly integrated – 1-3 point deduction (depending on frequency) under criterion “B” on rubric.