**“Antigone*”* Essay, December2011**

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|  | **4 Exemplary** | **3.25 Proficient** | **2.5 Limited** | **1 Deficient** | **Peer Evaluation** | **Self-Evaluation** | **Teacher Eval** |
| FCA 1: Format  CIVIC/SOCIAL  25 points | * Double-spaced * Font <= 12 point, Arial, Comic Sans, or Times New Roman, margins <= 1.25”, no extra spaces b/w paragraphs * Heading includes name, due date, period, title of paper   AND   * No errors with MLA Citation or Works Cited section   **(25 points/100%)** | * Format meets most of exemplary requirements   AND   * 1-3 errors with MLA citation OR Works Cited   **(20 points/80%)** | * Format meets some of exemplary requirements   AND   * 4 + errors with MLA citation or Works Cited   OR   * Parenthetical Notation present, but Works Cited absent   **(16 points/64%)** | * Formatting is insufficient   OR   * MLA parenthetical notation and Works Cited is absent   **(6 points/24%)** | CIVIC/ SOCIAL  \_\_\_\_\_\_\_\_\_\_ | CIVIC/ SOCIAL  \_\_\_\_\_\_\_\_\_\_ | CIVIC/ SOCIAL  \_\_\_\_\_\_\_\_\_\_ |
| FCA 2: Content  WRITING  150 points | * 3+ relevant, carefully selected, quotations from “Antigone” or other related sources * Quotations analyzed skillfully and explicitly connected to thesis * Paper length = 2+complete pages * Developed, logical, clear, concise thesis * Introduction paragraph present * Transitions enhance fluidity of ideas * Conclusion paragraph encapsulates paper’s purpose in an innovative manner * Original work   **(150 points/100%)** | * 3 relevant, connected quotations from “Antigone” , or other sources * All quotations analyzed and connected to thesis * Paper length = 2 complete pages * Logical, clear thesis * Introduction paragraph present * Transitions somewhat enhance fluidity * Conclusion paragraph encapsulates paper’s purpose in a different manner from intro * Original work   **(123 points/82%)** | * 2 relevant OR connected quotations from “Antigone”, or other sources * Attempt to analyze quotations analyzed attempt to connect to thesis * Paper length = 1-2 pages * Thesis present * Introduction paragraph present * Attempts at including transitions made * Conclusion paragraph present , but is a mere restatement of intro * Original work   **(94 points/63%)** | * 1 relevant OR connected quotation from “Antigone” or other sources   OR   * Paper length = 1-2 pages * Thesis is inadequate or underdeveloped * Introduction paragraph present * Transitions inadequate (i.e. “firstly,” “secondly,” “thirdly”) or missing * Conclusion paragraph missing or completely unrefined * Unoriginal work   **(38 points/25%)** | WRITING  \_\_\_\_\_\_\_\_\_\_ | WRITING  \_\_\_\_\_\_\_\_\_\_ | WRITING  \_\_\_\_\_\_\_\_\_\_ |
| FCA 3: Conventions  WRITING  25 points | * Written in third person (no use of “I”; “me”; “myself”; “us”; “we”; “our”; “you”; “your”; “yourself” et al) * Grammatical errors are non-existent or do not obfuscate meaning * No errors with single or double quotation marks * No errors with commas * No errors with run-ons   **(25 points/100%)** | * Written in third person for about 75% of the paper * 1-4 grammatical errors which do not obfuscate meaning * 1-3 Errors with the following: * Single or double quotation marks * Commas * Run-ons   **(20 points/80%)** | * Attempts at writing in third person (approx 50%) * 4-10 grammatical errors which obfuscate meaning at times * 4-6 Errors with the following: * Single or double quotation marks * Commas * Run-ons   **(16 points/ 64%)** | * Not written in third person OR * 10+ major grammatical errors   OR   * 7+ errors with the following: * Single or double quotation marks * Commas * Run-ons   **(6 points/ 24%)** |
| FCA 4: Word Bank  VOCAB  25 points | * Presence of 3 correctly used and indicated Word Bank words   **(25 points/100%)** | * Attempt to use 3 Word Bank words correctly; words are indicated   **(20 points/80%)** | * Presence of 1-2 correctly used and underlined Word Bank words   **(16 points/64%)** | * No Word Bank words   **(6 points/24%)** | VOCABULARY  \_\_\_\_\_\_\_\_\_\_ | VOCABULARY  \_\_\_\_\_\_\_\_\_\_ | VOCABULARY  \_\_\_\_\_\_\_\_\_\_ |

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|  | **RESPONSE TO LITERATURE RUBRIC** | | | | | | | | | |
|  |  | **6** | **5** | **4** | **3** | **2** | **1** | **Peer evaluation** | **Self-Evaluation** | **Teacher Evaluation** |
| **CAPT SCORE : READING 25points** | **Initial Understanding** | Demonstrates a basic understanding of the story as a whole. The interpretation is richly supported with examples from the text. | Demonstrates a basic understanding of the story as a whole. The interpretation is thoughtful and well-supported with examples from the text. | Demonstrates a basic understanding of the story as a whole & provides a plausible interpretation supported with examples from the text. | Demonstrates some understanding of portions of the text or of the story as a whole. | Demonstrates a literal or superficial understanding of portions of the text or the story as a whole | Demonstrates limited understanding &/or serious misunderstanding of portions of the text or the story as a whole. | INITIAL UNDER-STANDING  \_\_\_\_\_\_\_\_ | INITIAL UNDER-STANDING  \_\_\_\_\_\_\_\_ | INITIAL UNDER-STANDING  \_\_\_\_\_\_\_\_ |
| **Interpretation** | Demonstrates exceptional ability to reflect, revise, reshape &/or deepen initial understanding. | Demonstrates acceptable ability to reflect, revise, reshape &/or deepen initial understanding. | Demonstrates some ability to reflect, revise, reshape &/or deepen initial understanding. | Demonstrates limited ability to reflect, revise, reshape &/or deepen initial understanding. | Demonstrates little ability to reflect, revise, reshape &/or deepen initial understanding. | Demonstrates no ability to reflect, revise, reshape &/or deepen initial understanding. | INTERPRE-TATION  \_\_\_\_\_\_\_\_\_ | INTERPRE-TATION  \_\_\_\_\_\_\_\_\_ | INTERPRE-TATION  \_\_\_\_\_\_\_\_\_ |
| **Connection** | Demonstrates perceptive associations & connections between story & other texts &/or outside experiences & supports these connections with examples | Demonstrates associations/ connections between the text, other texts, &/or outside experience; generally supports these connections with examples from the text | Demonstrates some associations/ connections between the text, other texts, &/or outside experience, may not be supported with examples from the text | Demonstrates an association/ connection between the text, other texts, &/or outside experience, superficial, lacks depth &/or support | Demonstrates difficulty making or supporting an association &/or connections between the story & outside experiences | Demonstrates no meaningful associations/ connections between the text, other texts, &/or outside experiences | CON-NECTION  \_\_\_\_\_\_\_\_\_ | CON-NECTION  \_\_\_\_\_\_\_\_\_ | CON-NECTION  \_\_\_\_\_\_\_\_\_ |
| **Critical Stance** | Demonstrates perceptive judgments about the literary quality of the story & supports these judgments with examples from the text &/or outside experiences | Demonstrates thoughtful judgments about the literary quality of the story & supports these judgments with examples from the text &/or outside experiences | Demonstrates judgments about the literary quality of the story but they tend to lack depth &/or are not well supported with examples from the story &/or outside experiences. | Demonstrates judgments about the literary quality of the story but they lack depth & are not supported with examples from the story &/or outside experiences. | Demonstrates limited judgment about the literary quality that is superficial or emotional or is not supported with examples from the story or outside experiences. | Demonstrates no awareness of the literary quality of the story. | CRITICAL STANCE  \_\_\_\_\_\_\_\_\_ | CRITICAL STANCE  \_\_\_\_\_\_\_\_\_ | CRITICAL STANCE  \_\_\_\_\_\_\_\_\_ |
| TOTAL READING CAPT SCORE  (Add an extra point to even it out to 25!) | | | | | | | | READING SCORES TOTAL + 1  \_\_\_\_\_\_\_\_ | READING SCORES TOTAL + 1  \_\_\_\_\_\_\_\_ | READING SCORES TOTAL + 1  \_\_\_\_\_\_\_\_ |

**Due Dates:**

**11/29 (1); 11/30 (3, 4); 12/1 (7); 12/2 (6)**

Rough Draft via EMAIL to Ms HB

**12/1 (1); 12/2 (3, 4); 12/5 (7); 12/6 (6)**

Peer Review Draft due via EMAIL

**12/11/11 (1, 3, 4, 7); 12/13/11 (6)** **by 11:59 PM**

FINAL draft due via EMAIL

**FINAL TEACHER EVALUATION:**

CIVIC/SOCIAL \_\_\_\_\_\_/25

WRITING \_\_\_\_\_\_/175

VOCABULARY \_\_\_\_\_\_/25

READING \_\_\_\_\_/25

Ms HB’s Email address: [howak001@hartfordschools.org](mailto:howak001@hartfordschools.org)

**OVERALL PERCENTAGE ON “Antigone”PAPER**

(Please note that the scores on the paper will be reported by SKILL, not as an overall percentage!)

\_\_\_\_\_\_\_\_\_\_/250 = \_\_\_\_\_\_\_\_\_%