***Lord of the Flies* Essay, March 2012**

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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
* **Title page** 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* EITHER Parenthetical Notation missing OR 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 *LOTF* 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 *LOTF*
* 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  *LOTF*
* 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  *LOTF*

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, double quotation marks
* No errors with commas
* No errors with run-ons
* No errors with apostrophes

 **(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
* Apostrophe

 **(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
* Apostrophes

 **(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
* Apostrophes

 **(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 indicated 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:**

**2/15 (1, 3, 4); 2/16 (6, 7)**

Rough Draft due (bring a copy to class OR email to Ms HB)

**2/23 (1, 3); 2/24 (4, 6, 7)**

Peer Review Draft due via EMAIL

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

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

**OVERALL PERCENTAGE ON *LOTF* PAPER**

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

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