

Honors English 10 Summer Reading Project Rubric

| | 4 | 3 | 2 | 1 |
|------------------------------|---|--|---|--|
| Novel Study Guide | Novel Study Guide is complete and reveals insightful understanding of literary elements. | Novel Study Guide is complete and reveals understanding of literary elements. | Novel Study Guide is generic and reveals minimal understanding of literary elements. | Novel Study Guide reveals a lack of effort with several missing parts. |
| Introductory Literary Précis | Four sentences are complete as modeled. Author's main idea/claim is specific and insightful; purpose clearly connects to the author's claim; clearly describes tone, audience, and significance of the work. | Missing one or more of the elements outlined in the précis model, but still includes the main idea or author's position. The author's claim is stated mostly accurate; the purpose seems generic; describes tone, audience, and significance of the work. | The author's claim is only partially stated. Purpose does not connect to the main idea/claim. Is vague, general, or generic in identifying the tone of the author and the reaction of the audience or significance of the work. | Misreads or misstates the author's main idea/claim. Purpose does not connect to the claim. Misidentifies the tone of the author. Misidentifies the significance of the work. |
| Device Analysis Paragraphs | Three paragraphs correlate with three sections of the novel (beginning/middle/end). Develops ideas clearly, elaborates on specific textual evidence, and reveals an insightful understanding of the author's use of 9 literary devices and techniques utilized to support author's main idea/claim. | Three paragraphs correlate with three sections of the novel (beginning/middle/end). Develops ideas clearly, explains key textual evidence, and reveals an understanding of the author's use of 9 literary devices and techniques utilized to support author's main idea/claim. | Three paragraphs do not correlate with three sections of the novel (beginning/middle/end). Develops ideas briefly or partially; Is vague, general, or generic in identifying the tone of the author and the reaction of the audience. Uses some textual evidence but w/o much elaboration and reveal a vague understanding of the author's use of literary devices and techniques. Less than 9 literary devices are identified and/or analyzed for support of author's main idea/claim. | Three paragraphs do not correlate with three sections of the novel (beginning/middle/end). Contains little or no textual evidence that is vague, irrelevant, repetitive and/or unjustified and reveal a confused understanding of the author's use of literary elements and techniques. Less than 9 literary devices are identified and/or analyzed for support of author's main idea/claim. |
| Conventions | Demonstrates control of the conventions with essentially no errors. | Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g. punctuation of complex sentences) | Exhibits frequent errors that somewhat hinder comprehension (e.g. agreement of pronouns and antecedents, spelling of basic words, errors in verb tenses). | Exhibits frequent errors that make comprehension difficult (e.g. subject verb agreement). |
| MLA Format | Double Spaced, one-inch margins; 10-12 pt. font (Times New Roman or Courier New); last name and page number in upper right corner on all pages; name, teacher's name, course name, and date in upper left corner on first page, title centered on first page. | One or two MLA elements incorrectly or not used. | More than two MLA elements incorrectly or not used. | MLA Format not used. |