

Rubric for Assessing Literature-Based Multi-genre Project

11/12 Composition

Name: _____

Title: _____

Grading: _____ Holistic Impact (50 possible)
 _____ Required Elements (130 possible)
 _____ Total Grade _____

_____ **Holistic impact of the project**

45-50 Knocks me off my feet, bowls me over, so informative and/or emotionally moving is the project. Throughout there is evidence of original thinking, depth, specificity of detail, delights of language, or insight. Rife with excellent writing that includes attention to a pleasing visage of the page, action verbs, varied sentence length, effective word choice, skilled placement of payoff information, strong leads and endings, memorable visual and other sensory imagery.

40-44 A good paper. I'm upbeat because of some of the solid moves the writers pays attention to that are mentioned above. I learn things about the topic. While the project didn't blow me away, I am happy with its competent execution.

35-39 This project is complete but the writing hasn't much used those qualities that make writing sing. There is a feeling of mediocrity about it.

30-34 This is not a good project. The writing shows almost none of the skills mentioned above. Some pieces seem perfunctory, as if they were written hastily and never revised. Content shows little depth or insight. More telling than showing.

0-29 This project is truly an insult to effort, the teacher, and the writer's own mind. It is in no way an adequate reflection of the commitment and focus needed to be a successful.

Instructor Comments:

Required Elements:

_____ **Unifying Element or Theme**

- 9-10 Connections between the genres are easily recognized, surprising, creative, and/or moving.
- 7-8 Unifying element is present and effective, but it is not what I would classify as exemplary or unique.
- 5-6 Unifying element is present but is not particularly effective or memorable.
- 0 Missing.

_____ **Editing**

- 15-20 The entire project contains few (if any) errors in grammar, punctuation, usage, spelling, or typography.
- 10-14 Contains more than a few errors, but the overall meaning and intended author's purpose are not seriously affected.
- 7-9 Contains many errors to the point of distraction; writer has not proofread, does not seem to possess an sufficient knowledge of grammar, usage, punctuation, and spelling.
- 0-6 Contains frequent, repetitive errors; the project is a copyediting disaster.

_____ **Title**

- 9-10 Original, surprising, piques a reader's interest and indicates or references the work of literature.
- 7-8 Serviceable and clear.
- 5-6 Simply names the topic or title of the book.
- 1-4 Title is prosaic, something like "Lit-Based Multigenre Paper."
- 0 No title.

_____ **Introduction/Preface/Dear Reader**

- 9-10 The letter piques the reader's interest and provides pertinent information, sets the reader up well for reading what is ahead, something magical or moving about it.
- 7-8 Informative but otherwise unremarkable; not too brief or too long.
- 5-6 Provides little substantive information, is overlong or too brief.
- 0 Missing.

_____ **Required Poetry/Flash Fiction**

- 9-10 A vivid, interesting piece. Adds depth and/or emotion to the overall project. It is well written and possesses memorable and clear voice. There are few wasted words and a meaningful use of figurative language.
- 7-8 The poem is well placed and appropriate, though not particularly vibrant or memorable in its execution or its use writing.
- 5-6 Little investment by the writer. Unclear focus and/or organization. Writing could be tightened and sharpened.
- 1-4 Rambling, unfocused, poorly executed, boring writing.
- 0 Absent.

_____ **Required Research/Persuasion/Analysis**

- 9-10 A vivid, interesting piece. Adds depth and/or emotion to the overall project. It is well written, no matter the genre, and possesses a clear sense of author's purpose. There is a clear mastery of sentence fluency, deliberate focus, few wasted words, and exemplary organization.
- 7-8 The piece in question is well placed and appropriate, though not particularly vibrant or memorable in its execution. I would not classify it as exemplary because of one or two deficiencies in an element listed in the "9-10" category.
- 5-6 There has been little investment by the writer. Focus and/or organization are unclear. Content needs to be made significantly more interesting, voice needs clarification or strengthening, and fluency needs a more careful execution.
- 1-4 This is rambling, unfocused, poorly executed, boring writing.
- 0 Absent.

Remaining FIVE (5) Genres (A ten-point scale for each)

10 A vivid, interesting piece. Adds depth and/or emotion to the overall project. It is well written, no matter the genre, and possesses a clear sense of author's purpose, a demonstrated understanding of the genre's nuances, and an executed voice that is appropriate to the genre's intended audience. There is a clear mastery of sentence fluency, memorable imagery, deliberate focus, few wasted words, and exemplary organization.

7-9 The piece in question is well placed and appropriate, though not particularly vibrant or memorable in its execution. I would not classify it as exemplary because of one or two deficiencies in an element listed in the "10" category.

4-6 There has been little investment by the writer. Focus and/or organization are unclear. Content needs to be made significantly more interesting, voice needs clarification or strengthening, and fluency needs a more careful execution. I would classify this piece of writing as below the standards of what Composition students should produce.

1-3 This is rambling, unfocused, poorly executed, boring writing.

0 Absent.

Genre 1: ____ / 10

Genre 2: ____ / 10

Genre 3: ____ / 10

Genre 4: ____ / 10

Genre 5: ____ / 10