Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_

**Middle School Rubric for**

**Lit Response Essay**

Teacher Score

My Score

points grade   
12 100  
11 94  
10 88  
9 82  
8 76  
7 70  
6 64  
5 58  
4 52

Total Score:

Organization of SEEIT

|  |  |  |
| --- | --- | --- |
| Body paragraphs have a topic sentence and follow SEEIT with well-chosen quotes and thought-provoking, clear analysis. | 4 | 4 |
| Body paragraphs have topic sentence and follow SEEIT with appropriate quotes and analysis. | 3 | 3  Grade: |
| Body paragraphs are weak or missing elements of SEEIT. Analysis is replaced with summary. | 2 | 2 |
| Body paragraphs do not have topic sentences or follow SEEIT. There is no analysis and no clear organization within paragraphs. | 1 | 1 |

Notes:

Introduction and Conclusion

|  |  |  |
| --- | --- | --- |
| Introduction and conclusion are engaging and appropriate. The introduction includes all necessary components, and the conclusion takes the weight of the topic beyond the essay.  A strong thesis: well-developed, thoughtful, and sets up the organization of the entire paper. | 4 | 4 |
| Introduction and conclusion add to the paper. Introduction includes all necessary components, and the conclusion wraps up the topic. A good thesis that sets up the paper (which the paper may or may not actually follow) | 3 | 3 |
| Introduction and conclusion are weak. Introduction is missing one or more components, and the conclusion is too short to wrap up the topic. A weak thesis | 2 | 2 |
| Introduction and/or conclusion are missing.  Missing thesis | 1 | 1 |

Use of Language / Conventions & Grammar / Sentence Flow

|  |  |  |
| --- | --- | --- |
| Writer’s voice is evident. Word choice and language are vivid and expressive. Writer shows consistent command of grammar with only minor punctuation or spelling mistakes. | 4 | 4 |
| Writer’s style is mostly effective/appropriate. Writer shows moderate command of grammar with occasional spelling and grammar mistakes. Isolated use of 1st/2nd person. | 3 | 3 |
| Writing is formulaic with no varied sentence structure or expressive language. Writer makes many mistakes. Repeated use of 1st/2nd person. | 2 | 2 |
| Writing is confusing. Sentences are simple and awkward. Writer makes many grammar and spelling mistakes to the point of distraction. | 1 | 1 |

Works Cited Page: