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 | 3Grade: |
| 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: