

### 9-Point Essay Rubric

- 7 - 9**
- Introduction moves from general to specific, shows understanding of the complexity of the topic.
  - Strong claim, clearly developed, analytical, and focused on the prompt.
  - Each paragraph is properly written with a strong topic sentence that supports the claim and with substantial relevant quotes from the work.
  - Quotes are set naturally into the narrative in all paragraphs.
  - Commentary analyzes and interprets and does *not* summarize.
  - Conclusion reviews the major points of evidence and the claim.
  - Is written in 3rd person and will contain few grammar and/or spelling errors.
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- 5 - 6**
- Introduction may contain "empty" sentences that chatter rather than actually introduce, may be disorganized.
  - Contains a claim that is vague or unfocused, one that may not clearly address the prompt.
  - Quotes from the work, but the quotes may not actually fit the point being made and may be improperly set into the narrative of the essay
  - Some commentary, though analysis will be light, mostly describes or summarizes.
  - Conclusion may fail to review major points of evidence and the claim.
  - Errors in sentence structure, informal voice, spelling, and/or grammar will be more serious and detract from the essay.
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- 2 - 4**
- Introduction may be short, incomplete, or may fail to properly introduce the material.
  - Claim will be simple, may merely mention parts of the prompt without addressing it.
  - Paragraphs are simple and undeveloped, lacking strong topic sentences and may be short and lacking commentary.
  - Quotes are merely mentioned, are poorly chosen, or are missing.
  - No analysis in body paragraphs; conclusion may be very short and incomplete.
  - Will have major spelling and/or grammatical errors; may be written in 1st or 2nd person voice.
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- 0 -1**
- Incompetent, inappropriate response.
  - May paraphrase the prompt.
  - Little understanding of the prompt.
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### Point equivalents for 20

20 point assignment

20	<b>9 = 100% A</b>
18.4	<b>8 = 92% A-</b>
17.2	<b>7 = 86% B</b>
16.4	<b>6 = 82% B-</b>
15.2	<b>5 = 76% C</b>
14.4	<b>4 = 72% C-</b>
13.2	<b>3 = 66% D</b>
12.4	<b>2 = 62% D-</b>
11.2	<b>1 = 56% F</b>
0	<b>0 = 0%</b>

Period \_\_\_\_\_

Name \_\_\_\_\_

Instructions: Please read the following questions carefully, and **choose one**. Use this sheet to make notes and to organize your essay. Then staple this page to the front of your essay as its cover sheet. This essay is due at the end of the period and is worth 20 points.

Question 1

Ishmael Beah is a complex and important character who might on the basis of his actions alone be considered evil or immoral. In a well-organized essay, explain both how and why the full presentation of the character in the work makes the reader react more sympathetically than he/she otherwise might. Avoid plot summary.

Question 2

In the book *A Long Way Gone* the portrayal of childhood is very important. Readers see both childhood innocence and the loss of that innocence. In a well-organized essay analyze how Beah's childhood is affected by war and the significance of that impact on the book as a whole.

Question 3

In the book *A Long Way Gone* inanimate objects play an important role in advancing the story and highlighting central themes. Choose such an object from the book and write a well-organized essay in which you show how two or three purposes the object serves are related to one another.

Question 4

An effective literary work does not merely stop or cease; it concludes. In the view of some critics, a work that does not provide the pleasure of significant closure has terminated with an artistic fault. A satisfactory ending is not, however, always conclusive in every sense; significant closure may require the reader to abide with or adjust to ambiguity and uncertainty. In an essay, discuss the ending of *A Long Way Gone*. Explain precisely how and why the ending appropriately or inappropriately concludes the work. Do not merely summarize the plot

**\*\*When a question asks you about how something contributes to the meaning of the work, it is asking you to describe how the author develops his/her theme. A theme is not simply the subject of a literary work, but rather a statement that the author/text seems to be making about that subject.**

Note: Use all of the organizing and essay writing skills that you have learned. Start with a crystal clear claim/thesis. Make every paragraph count. You will be graded on how well you organize and write the essay and how well you demonstrate mastery of the text by citing evidence from throughout the book. There is a copy of the essay rubric on the back of this sheet.