

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.

- 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.

- 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.

- 0 -1**
- Incompetent, inappropriate response.
 - May paraphrase the prompt.
 - Little understanding of the prompt.

Point equivalents for 20 and 15 point rubrics

20 point assignment		15 point assignment
20	9 = 100% A	15.0
18.4	8 = 92% A-	13.8
17.2	7 = 86% B	12.9
16.4	6 = 82% B-	12.3
15.2	5 = 76% C	11.4
14.4	4 = 72% C-	10.8
13.2	3 = 66% D	9.9
12.4	2 = 62% D-	9.3
11.2	1 = 56% F	8.4
0	0 = 0%	0

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.

1. In *The House on Mango Street* characters often find themselves caught between dreams and reality. These colliding perspectives can cause a character to question his/her identity. Choose a character from the book who is caught between dreams and reality and write a well-organized essay in which you analyze the character's response and its significance to the rest of the book. Avoid merely summarizing the plot of the book.
2. Obstacles in the lives of fictional characters often serve as a tool by which authors present statements about life and human nature. Select a specific character from Sandra Cisneros' book *The House on Mango Street* and in a well-organized essay analyze how that character's response to challenges develops one of the book's themes. Avoid merely summarizing the plot of the book.
3. In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Write a well-organized essay that analyzes how *The House on Mango Street* represents childhood or adolescence and why that representation is significant to the work.
4. In *The House on Mango Street* there is a conflict created when the dreams and desires of an individual oppose the structure or framework of society. Select a fictional character who is in opposition to his or her society, and in a well-organized essay, analyze the conflict and discuss the implications for both the individual and the society. Do not merely summarize the plot or action of the work you choose.
5. Most authors have their characters change or grow over the course of a novel. A character's development usually highlights important themes. Using specific evidence from the novel analyze how Esperanza changes over the course of the book, and discuss what is significant about the changes we see in her.

****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 play by citing evidence from throughout the book. There is a copy of the essay rubric by which this will be graded on the back of this sheet.