**Thematic Piece Rubric**

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|  | **4**  **Strong** | **3**  **Appropriate** | **2**  **Developing** | **1**  **Beginning** |
| **Ideas** | Demonstrates an insightful interpretation of theme, which is supported by strong evidence from the text. | Demonstrates an appropriate interpretation of theme, which is supported by relevant evidence from the text. | Student attempts to derive theme. Interpretation represents subject rather than theme, is too vague, or is not prevalent in the text. | Student’s interpretation of theme is incorrect; demonstrates a lack of understanding of the text. |
| **Organization** | Organized in a logical manner; paragraphing is used and student makes effective use of transitions between ideas and sentences. Student includes the author’s name, title of the text, summary of the text, and interpretation of theme. | Organized in a logical manner; paragraphing is used and student makes some use of transitions between ideas and sentences. Student includes the author’s name, title of the text, summary of the text, and interpretation of theme. | Writing has some sequencing and is easy to follow; paragraphing and transitions can be used more effectively. Student is missing one or more of the following: author’s name, title of the text, summary of the text, and interpretation of theme. | Writing is disorganized or unfocused and difficult to follow. Student is missing one or more of the following: author’s name, title of the text, summary of the text, and interpretation of theme. |
| **Use of Evidence to Support** | Theme is supported with strong evidence from the text. Quote(s) from the text are fluently written within the body of the text. | Theme is supported with relevant evidence from the text. Quote(s) from the text are written within the body of the text. Student has clearly attempted to fluently include it within his/her writing. | Student attempts to support the theme with evidence from the text, but evidence is not always relevant to the chosen theme. Student includes a quote from the text, but struggles to fluently incorporate it in his/her writing. | Student does not use evidence from the text to support the chosen theme. |
| **Word Choice** | Effectively includes vivid vocabulary/precise technical words, which energize the writing. | Language is functional and appropriate. Some interesting words are used to enhance meaning. | Word choice may be accurate, but there is no attempt at deliberate choice of words that enhance meaning. | Word choice has not been considered and may often be inaccurate. |
| **Sentence Fluency** | Includes different kinds of sentences, with a variety of sentence lengths and beginnings to create fluidity. | Generally in control. Some variety in length and structure. | Some awkward constructions with many similar patterns and beginnings. Some run-on/fragment sentences. | Sentence structure impedes readability. Frequent run-on/fragment sentences take away from fluidity of piece. |
| **Conventions** | Strong control of standard conventions of writing, including internal punctuation, correctly spelling most words, and proper use of grammatical structures; errors are few and minor. Title of text is underlined/italicized. | Control of most writing conventions; errors are few and minor. | Errors in grammar, spelling, and punctuation sometimes interfere with understanding. | Frequent significant errors, which impede readability. |

**Total: /24**