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|  | **6**  **Exemplary** | **5**  **Strong** | **4**  **Proficient** | **3**  **Developing** | **2**  **Emerging** | **1**  **Beginning** |
| **Ideas & Content**  *🖎  main theme*  *🖎  supporting details* |    Exceptionally clear, focused, engaging with relevant, strong supporting detail |    Clear, focused, interesting ideas with appropriate detail |    Evident main idea with some support which may be general or limited |    Main idea is cloudy because supporting detail is too general or off-topic |    Purpose and main idea may be unclear and cluttered by irrelevant detail |    Lacks central idea; development is minimal or non-existent |
| **Organization**  *🖎  structure*  *🖎 introduction*  *🖎  conclusion* |    Effectively organized in logical and creative manner     Creative and engaging intro and conclusion |    Strong order and structure     Inviting intro and satisfying closure |    Organization is appropriate, but conventional     Attempt at introduction and conclusion |    Attempts at organization; may be a “list” of events     Beginning and ending not developed |    Lack of structure; disorganized and hard to follow     Missing or weak intro and conclusion |    Lack of coherence; confusing     No identifiable introduction or conclusion |
| **Voice**  *🖎 personality*  *🖎 sense of audience* |    Expressive, engaging, sincere     Strong sense of audience     Shows emotion: humour, honesty, suspense or life |    Appropriate to audience and purpose    Writer behind the words comes through |    Evident commitment to topic    Inconsistent or dull personality |    Voice may be inappropriate or non-existent    Writing may seem mechanical |    Writing tends to be flat or stiff    Little or no hint of writer behind words |    Writing is lifeless    No hint of the writer |
| **Word Choice**  *🖎 precision*  *🖎effectiveness*  *🖎  imagery* |    Precise, carefully chosen    Strong, fresh, vivid images |    Descriptive, broad range of words    Word choice energizes writing |    Language is functional and appropriate    Descriptions may be overdone at times |    Words may be correct but mundane    No attempt at deliberate choice |    Monotonous, often repetitious, sometimes inappropriate |    Limited range of words    Some vocabulary misused |
| **Sentence Fluency**  *🖎 rhythm, flow*  *🖎variety* |    High degree of craftsmanship    Effective variation in sentence patterns |    Easy flow and rhythm    Good variety in length and structure |    Generally in control    Lack variety in length and structure |    Some awkward constructions    Many similar patterns and beginnings |    Often choppy    Monotonous sentence patterns    Frequent run-on sentences |    Difficult to follow or read aloud    Disjointed, confusing, rambling |
| **Conventions**  *🖎age appropriate, spelling, caps, punctuation, grammar* |    Exceptionally strong control of standard conventions of writing |    Strong control of conventions; errors are few and minor |    Control of most writing conventions; occasional errors with high risks |    Limited control of conventions; frequent errors do not interfere with understanding |    Frequent significant errors may impede readability |    Numerous errors distract the reader and make the text difficult to read |

The following errors will result in two-points per mistake in 9th and 10th grade and five-points per mistake in 11th and 12th grade, not exceeding twenty-points per paper or project:

|  |  |
| --- | --- |
| Subject-Verb Agreement Mistakes | Pronoun-Antecedent Agreement Mistakes |
| Fragments or Run-Ons | Punctuation Errors |
| Capitalization Errors | Improper or Inconsistent Verb Tense |
| The Use of I, Me, Mine, We, or You Unless Specifically Indicated | The Over-Usage of Simple Sentences. |
| Spelling Errors | Improper use of slang, colloquialisms, clichés, idioms, or euphemisms |

**DIRECTIONS: (1) Read through this statement carefully. (2) Ask questions if there is *anything* you do not understand. (3) Print out a copy of this sheet and sign it. (4) Return it to your teacher with the attached rubric.**

I have heard the teacher's discussion of plagiarism, and I understand that I must use research conventions to cite and clearly mark other people's ideas and words within my paper or my paper or project may earn a 0. I understand that plagiarism is an act of intellectual dishonesty and that it is unacceptable to do any of the following acts:

* To submit an essay written in whole or in part by another student as if it were my own.
* To download an essay from the internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source.
* To restate a clever phrase *verbatim* from another writer without acknowledging the source.
* To paraphrase part of another writer's work without acknowledging the source.
* To reproduce the substance of another writer's argument without acknowledging the source.
* To take work originally done for one instructor's assignment and re-submit it to another teacher.
* To cheat on tests or quizzes through the use of crib sheets, hidden notes, viewing another student's paper, revealing the answers on my own paper to another student through verbal or textual communication, sign language, or other means of storing and communicating information--including electronic devices, recording devices, cellular telephones, headsets, and portable computers.
* To copy another student's homework and submit the work as if it were the product of my own labor.
* I understand that the consequences for committing any of the previous acts of academic dishonesty can include a failing grade for the assignment or quiz, failure in the class as a whole, and even expulsion from the university. I will not plagiarize or cheat.

Name (Print Legibly): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_