

## ESUBJECTS RUBRIC FOR INTERPRETATION WRITING

No Paper Turned In: 0 Points

	Exceptional 6	Good 5	Adequate 4	Limited 3	Insufficient 2	No Evidence of Mastery 1	Student Grade
Voice and Style	~ Tone/style appropriate to subject ~ Engaging ~ Appropriate degree of familiarity/orientation	~ Tone/style appropriate to subject ~ Relatively engaging ~ Appropriate degree of familiarity/orientation	~ Tone/style appropriate to subject ~ More rote, less engaging ~ Appropriate degree of familiarity/orientation	~ Tone/style not appropriate to subject ~ Not engaging (boring) ~ Assumption of familiarity or common knowledge/ Lack of adequate orientation	~ Tone/style not appropriate to subject ~ Assumption of familiarity or common knowledge/ Lack of adequate orientation ~ Not engaging	~ Tone or style inappropriate ~ No orientation for reader	
Presentation of Focus of Interpretation	~ Clear isolation of central point of interpretation ~ Focused presentation of central point ~ Interpretation is credible ~ Responsibility for interpretation present	~ Clear isolation of central point of interpretation ~ Focused presentation of central point ~ Interpretation is credible ~ Responsibility for interpretation present	~ Sense of isolation of central point of interpretation ~ Less focused presentation of central point ~ Interpretation is basically credible ~ Qualified responsibility for interpretation	~ Central point of interpretation is not clear ~ Presentation of central point is vague or ambiguous ~ Interpretation is minimally credible ~ Responsibility for interpretation lacking	~ Central point of interpretation is difficult to identify ~ Interpretation is not credible ~ Responsibility for interpretation lacking	~ Central point of interpretation is unidentifiable	
Presentation of Textual/ Contextual Evidence	~ 3 valid and worthwhile textual/contextual reasons provided ~ Connection between reasons and focal point of interpretation justified or detailed	~ 3 textual/contextual reasons provided, at least 2 of which are valid and worthwhile ~ Connection between reasons and focal point of interpretation justified or detailed	~ 2 valid and worthwhile textual/ contextual reasons provided ~ Connection between reasons and focal point of interpretation valid, if not explained	~ 2 textual/contextual reasons provided, at least one of which is valid and worthwhile ~ Connection between reason/s and focal point unclear	~ No valid or worthwhile textual/ contextual reasons provided ~ No clearly identifiable connection between reasons and focal point	~ No identifiable textual/contextual reasons provided	
Significance and Development of Interpretation	~ Each of the 3 reasons adequately supported with at least 2 specific examples from subject being interpreted ~ Significance of examples strongly established	~ Each of the 3 reasons adequately supported with at least 2 examples from the subject being interpreted ~ Significance of reasons established	~ At least 2 reasons adequately supported with at least 2 examples from the subject being interpreted and the other reason minimally supported ~ Significance of reasons established	~ At least one example adequately supported with with at least 2 examples from the subject being interpreted and one other minimally supported ~ Significance of reasons difficult to determine	~ No valid or justifiable support for reasons ~ Significance of reasons invalid or unclear	~ No identifiable support for reasons	
Consideration of Alternative Interpretations	~ Weight given to alternative interpretations appropriate or justified ~ Lack of flippant dismissal of valid alternatives	~ Minimal weight given to alternative interpretation ~ Lack of flippant dismissal of valid alternatives	~ Minimal weight given to alternative interpretation	~ Insufficient weight given to alternative interpretation ~ Flippant dismissal of valid alternatives	~ Unclear identification or presentation of alternative interpretations ~ Flippant dismissal of those presented	~ No identification of alternative interpretations	
Organization	~ Clear introduction ~ Intent clearly presented ~ Process outlined ~ Provides transitions ~ Guides reader through accurate use of "road sign" words ~ Strong conclusion providing closure	~ Clear introduction ~ Intent clearly presented ~ Process outlined ~ Provides transitions ~ Guides reader through use of "road sign" words ~ Clear conclusion providing closure	~ Fairly clear introduction ~ Spells out intent of essay ~ Process somewhat clear or obvious ~ Occasional use of transitions ~ Conclusion	~ Introduction ~ Limited presentation of intent ~ Process unclear ~ Infrequent use or misleading use of transitions ~ Conclusion	~ Introduction and/or conclusion missing ~ No presentation of intent ~ Process missing ~ No use of transitions ~ No conclusion or poor conclusion	~ Introduction and conclusion missing ~ No presentation of intent or process ~ No use of transitions ~ No conclusion or poor conclusion	