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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | http://teach-nology.com/web_tools/rubrics/paragraph/para6.gif | |  | | --- | | **Oakbrook Preparatory School** | | ***Writing Evaluation/Summer Reading Book Review*** | | | |
| |  |  | | --- | --- | | Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | |
| |  |  | | --- | --- | | Teacher: Huminski |  | |
| |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  | **Criteria** | **Comments** | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **A** | **B** | **C** | **D-F** |  | | Clarity and Focus | Setting, main characters, plot, and conflict fully described yet leaving a desire to read the book. Writing is very focused. | Setting, main characters, plot, and conflict somewhat described. Writing is mostly focused. | Setting, main characters, plot, and conflict not fully described. Writing is somewhat focused. | Description of setting, main characters, plot, and conflict is inadequate. Writing is not focused. |  | | **Supporting Details and Vocabulary** | Exceptional details given without losing the reader’s attention or being too wordy; a variety of words used with little repetition. | Sufficient details given and reader’s interest kept; not too wordy but a variety of words used with little repetition. | Insufficient detail given or too wordy at times; some variety of words used-some repetition. | Insufficient detail given and/or too wordy; a variety of words not used. |  | | Sentences | No run-on sentences/comma splices or fragments | One run-on sentence/comma splice or fragment. | Two run-on sentences/comma splices or fragments. | More than two run-on sentences/comma splices or fragments. |  | | Organization | Organization is clear and follows the directions in the handout | Organization is somewhat clear but mostly follows the directions. | Organization is attempted, but is often unclear and does not closely follow the directions. | Organization is not coherent and/or does not follow the directions given. |  | | **Mechanics and Grammar** | Writing shows strong command of punctuation, capitalization, and spelling. | Writing demonstrates control of punctuation, capitalization, and spelling errors. | Errors in use of mechanics and usage distract, but do not impede, the reader. | Limited ability to control conventions of mechanics and usage impairs readability. |  | |  |  |  |  |  |  | | |