

**YEAR II LANGUAGE AND LITERATURE  
SUMMER READING RUBRIC**

**Common Core:**

**RL 1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL 2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL 3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Area of Interaction:** Personal and Cultural Expression

Teacher Name: **Ms. McCrimmon & Mrs. Dancy**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
<b>Attractiveness</b>	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Mechanics</b>	No grammatical and/or spelling errors.	Grammatical and/or spelling errors do not interfere with understanding of content.	Grammatical and/or spelling errors sometimes interfere with understanding of content.	Grammatical and/or spelling errors often interfere with understanding of content.

Grade: \_\_\_\_\_