**Grading Guidelines for Eastwood English Department**

**SECTION 1: GRADING DOCUMENTATION**

Teachers will use formative lessons that are scaffolded, or layered, and are documented in the grade book. These lessons will lay the foundation of information and/or necessary to successfully complete the summative assessment.

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| --- | --- | --- |
| **TYPE** | **FORMATIVE ASSESSEMENT** | **SUMMATIVE ASSESSMENT** |
| Purpose | Review, practice of skills, introduction of new material, scaffolding of skill lessons | To evaluate the level of comprehension of the formative lessons building to the final product |
| Assessment | Class work and/or homework produced in a variety of groupings and/or individualized work | Essays (all types), research papers, short answers, projects (all types), timed writings, variety of tests |

**Section 2: Grading Rubrics\***

Teachers will use the following rubrics when grading a writing product related to the appropriate rubric.

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| --- | --- | --- |
| **CLASS** | **RUBRIC 1** | **RUBRIC 2** |
| English 1 | Expository (EOC) | Research Paper |
| English 2 | Persuasive (EOC) | Research Paper |
| English 3 | Analysis Essay | Research Paper |
| English 4 | Analysis Essay | Research Paper |
| All English Classes | Class Project Rubric | |

**\*Rubrics attached**

**Section 3: LATE WORK**

Teachers will notify students and parents of the guidelines for accepting or not accepting late work. In an effort to support the state’s focus on college and career readiness, at some levels, late work will not be accepted.

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| --- | --- | --- |
| **CLASS** | **LEVEL ONE** | **LEVEL TWO** |
| PAP English I/II, AP English III/IV, English III, English IV | --No late work accepted  --If the work is not submitted as discussed, late work policy will be enforced. |  |
| English I and English II | 1 day late: minus 30 points off final grade | More than 1 day late, a zero will be given |
| SPED  (All procedures in working with this students will be followed as per modifications) | Allow for extra days as per modifications | After allowing for extra days as noted in modifications and work has still not been turned in, a zero will be recorded |

**Section 4: School Business/Parent Request Absences**

Teachers will have students follow this procedure when school is missed for this type of absence.

|  |  |
| --- | --- |
| **Procedure to be followed:** | |
| Daily and Homework | --Students must request work prior to the absences  --Work will be turned in upon the first day back to class OR prior to the absences  --A full grade will be given for the work if turned in on the first day of return to class (Late Work policy if work is late) |
| Long Term Project | *As per the Attendance Committee, if a student is present when a long-term assignment is made, but has an excused absence when the assignment becomes due, the work, both hard copy and online, is still due on the assigned date unless documented proof of extenuating circumstances is provided by a professional source.\** If a student’s project is not turned in on the due date, a grade of zero will be given. |

**Section 5: MAKE UP WORK**

Teachers will allow make-up work for students when the following criteria are met.

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| --- | --- |
| **Type** | **Procedure** |
| Excused | *It is the student’s responsibility to secure work from his/her teacher when an excused absence occurs. Students shall be permitted to make-up assignments and tests that were issued during their absences, if the absence is excused. Students need to meet their teachers before or after school to receive the assignments they missed when absent. A student is allowed the same number of days he/she was absent to make-up the work assigned during the excused absence.\** |
| Unexcused | If a student is absent without school permission, that absence will be counted as an unexcused absence. In this case the  student may receive a zero for all work missed. (*See Reg. FE-R)*  Class make-up work for unexcused absences should be permitted in order to allow the student to keep pace with the instructional program. All classwork must be made up if a student misses a class or part of a class.\* The student will still receive the zero on the make-up work. |
| Long Term Absences resulting from illness or accidents | If a student knows in advance that he/she will miss class, arrangements may be made in advance for assignments. The teacher will have 24 hours to produce the assignments. Teacher may assign additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills to meet the subject or course requirements and may provide greater depth of subject matter than routine make-up work.\*\* |

\*District Handbook page 26 \*\*As per Eastwood Teacher Handbook

**Section 6: GRADES OF ZERO**

Teachers will follow the district policy on an excused absence which allows students to turn in their work in a reasonable time frame: one day for each excused absence. Other than this, the procedure for issuing a grade of zero is as follows.

|  |  |
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| **GRADE** | **INSTANCE** |
| Zero | Daily work, Homework and Make-up Work: Work is not turned in to the teacher on the due date. *(For English I and English II, see late work above) (This does not include long term projects)* |
| Zero | Long-term projects: *As per the Attendance Committee, if a student is present when a long-term assignment is made, but has an excused absence when the assignment becomes due, the work, both hard copy and online, is still due on the assigned date unless documented proof of extenuating circumstances is provided by a professional source.\** If a student’s project is not turned in on the due date, a grade of zero will be given. |

\*See Eastwood Teacher Handbook page 24 and Student/Parent Handbook

**Section 7: Dual Credit Class**

The Dual Credit English IV class will follow the guidelines below which supersede all guidelines stated above.

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| **GUIDELINES FOR DUAL CREDIT CLASS** |
| -- All dual credit classes follow the rules of EPCC as clearly stated in the syllabus each student receives at the beginning of the semester. |
| -- The syllabus clearly states the policies to which the individual student must adhere. |
| -- Every student receives a three part syllabus including the official course description, the  Instructor’s policies and the calendar for the term of the class. |
| -- The syllabus is submitted to the discipline supervisor at EPCC, approved, and kept on file at EPCC. |

Rubrics

All English Levels

* Class Participation

English I

* Expository Essay (EOC)
* Research Paper

English II

* Persuasive Essay (EOC)
* Research Paper

English III

* Analysis Essay
* Research Paper

English IV

* Analysis Essay
* Research Paper

Rubrics for Class Participation

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| --- | --- |
| To Receive a grade between a 100-90, the student will have demonstrated the following:   1. Uses **ALL** of the class time to work on the assigned task 2. **ONLY** discussed topics which are important to the assignment 3. **ONLY** asked relevant questions about material when necessary 4. **NEVER** disturbed others with behavior unrelated to the task at hand 5. **ALWAYS** was prepared with materials needed for task—pen, paper, binder, book, etc | To receive a grade between a 89-80, the student will have demonstrated the following:   1. Uses **MOST** of the class time to work on the assigned task 2. **MOSTLY** discussed topics which are important to the assignment 3. **MOSTLY** asked relevant questions about material when necessary 4. **SELDOM** disturbed others with behavior unrelated to the task at hand 5. **MOSTLY** prepared with materials needed for task—pen, paper, binder, book, etc |
| To receive a grade between a 79-70, the student will have demonstrated the following:   1. Uses **SOME** of the class time to work on the assigned task 2. **SOME** discussion on the topics which are important to the assignment 3. Asked **SOME** relevant questions about material when necessary 4. **OFTEN** disturbed others with behavior unrelated to the task at hand 5. **PARTIALLY** prepared with materials needed for task—pen, paper, binder, book, etc. | To receive a grade between a 69 and lower, the student will have demonstrated the following:   1. Uses **NONE** of the class time to work on the assigned task 2. **NO** discussion of topics which are important to the assignment 3. **NEVER** asked relevant questions about material when necessary 4. **ALWAYS** disturbed others with behavior unrelated to the task at hand 5. **NOT** prepared with materials needed for task—pen, paper, binder, book, etc. |

English Classes will follow this rubric for class participation grades

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Score Point 4 (100-90)** | **Score Point 3 (89-80)** | **Score Point 2 (79-70)** | **Score Point 1 (69 –below)** |
| **Organization/Progression** | **All ideas are strong and have depth**  **Ideas are related, logical and well controlled**  **Sentence to sentence connections**  **Appropriate organizational structure,**  **which demonstrates unification and coherence**  **Clear thesis statement**  **Connections enhance the essay**  **Meaningful transitions** | **Organization is mostly appropriate**  **Clear thesis**  **Most ideas relate and are focused to the thesis**  **Coherent essay with minor lapses**  **Ideas are generally logical and controlled with some depth**  **Mostly meaningful transitions**  **Sufficient sentence to sentence connection** | **Ideas weak, unclear and not always appropriate**  **Sentences not always logical or controlled/repetitive/wordy**  **Organization is evident but may not be appropriate**  **Thesis is weak and unclear**  **Weak connections and transitions** | **Ideas inappropriate to purpose/not addressed**  **Lack of transitions and connections which create random illogical ideas**  **Lacks organization/weak**  **Thesis statement missing, illogical or unclear** |
| **Development of Ideas** | **Specific and well-chosen details and examples**  **Bring in the view of the world**  **Essay demonstrates understanding of the prompt**  **Thoughtful and engaging** | **Sufficient details and examples**  **Essays reflect some thoughtfulness**  **Original response rather than formulaic**  **Demonstrates understanding of the prompt** | **Details and examples are superficial and not always appropriate**  **Limited understanding of the prompt**  **Little or no thoughtfulness**  **Formulaic** | **Details/examples inappropriate vague or insufficient**  **Lack of understanding of prompt/ vague, confused, weakly linked**  **Not engaging** |
| **Use of language/Conventions** | **Tone is appropriate and maintained to the prompt/task**  **Word choice contributes to quality and clarity**  **Sentences are varied and well controlled**  **Minor errors in grammar, capitalization, punctuation, usage, and spelling**  **Conventions contribute to effectiveness of paper** | **Establish tone to match prompt**  **Word choice mostly clear and specific**  **Sentences mostly are varied and adequate**  **Few and noticeable errors in grammar, capitalization,**  **punctuation, usage and spelling**  **Conventions create few disruptions in fluency** | **Tone is imprecise, not well established**  **Word choice may not contribute to quality and clarity**  **Sentences are awkward or somewhat controlled**  **Distracting and minor disruptions in grammar, capitalization, punctuation, usage and spelling**  **Partial use of conventions** | **Tone not established**  **Word choice vague and limited**  **Sentence structure simplistic and awkward**  **Little or no command/persistent errors in grammar, capitalization, punctuation, usage and spelling**  **Conventions/transitions disrupt fluency which interferes with meaning** |

**Rubrics for English I Expository EOC Essay**

**Rubric for English I and II Research Paper**

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| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Exceeds Standard** | **Meets Standards** | **Nearly**  **Meets Standards** | **Does Not**  **Meet Standards** | **No Evidence** | **Score** |
| **Thesis Statement**  **5 points** | Clearly and concisely states  the paper’s purpose in a single  sentence, which is engaging, and thought provoking **(5-4)** | Clearly states the paper’s  purpose in a single sentence although it lacks engagement**.(3)** | States the paper’s purpose in a  single sentence but the idea is not clearly stated**. (2)** | Incomplete and/or unfocused. **(1)** | Absent,  no  evidence **(0)** |  |
| **Introduction**  **5 points** | The introduction is engaging,  states the main topic and  previews the structure of the paper **(5-4)** | The introduction states the main topic and previews the structure of the paper although it lacks engagement**. (3)** | The introduction states the  main topic but does not  adequately preview the structure of the paper**. (2)** | There is no clear introduction  or main topic and the structure of the paper is missing. **(1)** | Absent,  no  evidence **(0)** |  |
| **Body**  **35 points** | Each paragraph has thoughtful  supporting detail sentences  that develop the main idea and the content contained is supported by the cited works and the content is correctly documented with intext citations. (35-30) | Each paragraph has sufficient  supporting detail sentences  that develop the main idea but not all content is supported by the cited works and the content is documented with intext citations. (29-20) | Each paragraph lacks  supporting detail sentences and some of the content is not supported by the cited works and few content is documented or is incorrectly documented with intext citations. (19-10) | Each paragraph fails to  develop the main idea and the content is NOT supported by the cited works and there is no evidence of intext citations. (9-1) | Absent,  no  evidence (0) |  |
| **Organization-**  **Structural Development of Ideas**  **10 points** | Writer demonstrates logical  and subtle sequencing of ideas through well-developed  paragraphs; transitions are  used to enhance organization. (10-8) | Paragraph development  present but not perfected. (7-5) | Logical organization;  organization of ideas not fully  developed. (4-3) | Little evidence of structure or  organization.  (2-1) | Absent,  no  evidence  (0) |  |
| **Conclusion**  **5 points** | The conclusion is engaging  and restates the thesis. (5-4) | The conclusion restates theThesis but lacks engagement. (3) | The conclusion does not  adequately restate the thesis. (2) | Incomplete and/or unfocused. (1) | Absent,  no  evidence  (0) |  |
| **Mechanics/Usage**  **5 points** | No errors (5) | Almost no errors (4-3) | Many errors (2) | Numerous and distracting errors (1) | Not  applicable |  |
| **In Text Citations**  **20 points** | All cited works are done in the correct  format with no errors. (5) | Some cited works  are done in the correct format. Inconsistencies evident. (4-3) | Few cited works  are done in the  correct format. (2-1) | Absent-no evidence (0) | Not applicable |  |
| **Works Cited Page**  **15 points** | Done in the correct format  with no errors. Includes the required type and number of references. (15) | Done in the correct format with few errors. . but Includes the required type and number of references(14-10) | Done in the correct format  with some errors but is missing some required type and number of references. (9-5) | Not done in the correct format  And did not meet the required type or number of references. (4-1) | Absent no evidence. (0) |  |

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|  | **Score Point 4 (100-90)** | **Score Point 3 (89-80)** | **Score Point 2 (79-70)** | **Score Point 1 (69 –below)** |
| **Organization/Progression** | **All ideas are strong and have depth**  **Ideas are related, logical and well controlled**  **Sentence to sentence connections**  **Appropriate organizational strategies which demonstrates unification and coherence and are well suited to the persuasive task**  **Clear thesis statement**  **Connections enhance the essay**  **Meaningful transitions** | **Organization is mostly adequately suited to the persuasive task**  **Clear thesis**  **Most ideas relate and are focused to the thesis**  **Coherent essay with minor lapses**  **Ideas are generally logical and controlled with some depth**  **Mostly meaningful transitions**  **Sufficient sentence to sentence connection** | **Ideas weak, unclear and not always appropriate**  **Sentences not always logical or controlled/repetitive/wordy**  **Organization is evident but somewhat suited to the persuasive task**  **Thesis is weak and unclear**  **Weak connections and transitions** | **Ideas inappropriate to purpose/not addressed**  **Lack of transitions and connections which create random illogical ideas**  **Lacks organization, clarity, and direction**  **Thesis statement missing, illogical or unclear** |
| **Development of Ideas** | **Specific and well-chosen details and examples**  **Argument is forceful and convincing**  **Bring in the view of the world**  **Essay demonstrates understanding of the prompt**  **Thoughtful and engaging** | **Sufficient details and examples**  **Argument is largely convincing**  **Essays reflect some thoughtfulness**  **Original response rather than formulaic**  **Demonstrates understanding of the prompt** | **Details and examples are too brief and not always appropriate**  **Argument is superficial and largely unconvincing**  **Limited understanding of the prompt**  **Little or no thoughtfulness**  **Formulaic** | **Details/examples inappropriate vague or insufficient**  **Argument is ineffective and unconvincing**  **Lack of understanding of prompt/ vague, confused, weakly linked**  **Not engaging** |
| **Use of language/Conventions** | **Tone is appropriate and maintained to the prompt/task**  **Word choice contributes to quality and clarity**  **Sentences are varied and well controlled**  **Minor errors in grammar, capitalization, punctuation, usage, and spelling**  **Conventions contribute to effectiveness of paper** | **Establish tone to match prompt**  **Word choice mostly clear and specific**  **Sentences mostly are varied and adequate**  **Few and noticeable errors in grammar, capitalization,**  **punctuation, usage and spelling**  **Conventions create few disruptions in fluency** | **Tone is imprecise, not well established**  **Word choice may not contribute to quality and clarity**  **Sentences are awkward or somewhat controlled**  **Distracting and minor disruptions in grammar, capitalization, punctuation, usage and spelling**  **Partial use of conventions** | **Tone not established**  **Word choice vague and limited**  **Sentence structure simplistic and awkward**  **Little or no command/persistent errors in grammar, capitalization, punctuation, usage and spelling**  **Conventions/transitions disrupt fluency which interferes with meaning** |

**English II Persuasive EOC Rubric**

**Rubric for Analytical Essays English III and English IV**

**Excellent Essays** (100-90)

Central Idea: Idea of an outstanding essay are strikingly original, interesting, or mature: supported with substantial, concrete, and consistently relevant detail.

Organization/Development: Essay conveys a sense of controlling purpose and orderly progression: the organization is logical and precise. Transitions are fluid and reflect a clear progression which ends with a logical and insightful conclusion

Sentence structure: Skillfully constructed syntax with varying structure that is effective stylistically mature and fluid.

Diction: The diction is more than appropriate in illustrating wit, imagery, irony, and metaphor- all with unusual freshness and vividness.

Mechanics: Exceptional use of English grammar, punctuation, and spelling.

Truly outstanding essays suggest brilliant, mastery, or inspiration beyond great competency.

An outstanding essay may also represent the skillful completion of an exceptionally challenging or ambitious task, though it may lack excellence of specific features cited above.

**Good Essays** (89-80)

Central Idea: Presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail.

Organization/Development: Handled so that the essay conveys a sense of controlling purpose and orderly progression: the thought moves- clearly, coherently, and with compelling logic toward a conclusion: paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful.

Sentence structure: Skillfully constructed and displaying fluency, economy, and effective variety: together with diction, sentence structure is the best evidence of style, the distinctive, natural display of a good mind at work.

Diction: Everywhere appropriate to the writer’s subject, purpose, audience, and occasion: distinctive in precision, economy, and the idiomatic use of general English.

Mechanics: Notable for the consistent use of conventional English grammar, punctuation, and spelling: what errors there are do not detract significantly from the generally high quality of the essay as a whole.

**Average Essay** (79-70)

Central Idea: presents a clearly defined central idea, supported with less substantial, concrete, or relevant detail.

Organization/Development: Conveys a sense of controlling purpose but lacks orderly progression: paragraphs are developed with sufficient support but occasional disproportionate or inappropriate emphasis: transitions between paragraphs are clear but sometimes abrupt, mechanical, or monotonous.

Sentence Structure: Generally well-constructed with some indication of fluency, economy, and variety: diction and sentence structure reflect appropriate voice.

Diction: Appropriate to the writer’s subject, purpose, audience, and occasion: occasionally distinctive in precision, economy, and the idiomatic use of general English.

Mechanics: Generally uses conventional English grammar, punctuation, and spelling; few, if any, errors that detract from the overall quality of the essay as a whole.

**Weak Essays** (69-65)

Central Idea: Central idea apparent but may be trite, trivial, general, or self evident: the idea is supported with some concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy.

Organization/Development: Plan and method of the essay apparent but not consistently fulfilled: undeveloped paragraphs, tending toward plot summary: transitions between paragraphs inconsistent.

Sentence Structure: Correctly structured but lacking in variety, economy, or forcefulness.

Diction: Generally appropriate to the subject, purpose, audience, and occasion: generally clear and idiomatic but not distinctive; some misuse of words may occur.

Mechanics: Clarity and effectiveness of expression are weakened by occasional lapses from conventional general English grammar, punctuation, and spelling.

**Poor Essays**  (64-50)

Central Idea: Vague or confused or too large or general; unsupported by specific, concrete, relevant detail.

Organization/Development: Plan and purpose of the essay not apparent; either the generalizations are left undeveloped, or they are developed by detail that is irrelevant, redundant, or inconsistent: paragraphs lack unity, coherence, or support: if there are any transitions between paragraphs, they may be unclear, misleading, or ineffective; coordination may be excessive with a subsequent lack of appropriate subordination.

Sentence Structure**:** Sentences lacking in unity or coherence; run-ons, comma splices, or fragments may appear: expression is generally marked by serious or frequent awkwardness, incompleteness, ambiguity, redundancy, or immaturity; coordination may be excessive is subsequent lack of subordination.

Diction: Inappropriate in being vague, imprecise, unidiomatic, immature, too colloquial, or substandard.

Mechanics: Clarity of meaning is obscured by frequent or serious departures from conventional general English grammar, punctuation, and spelling.

**Inadequate Essay** (49 and below)

An essay fails when it lacks a central idea, when it is clear the writer has no subject, purpose, or reason for writing. An essay may also fail when it exhibits a total inability to develop its central idea or when it demonstrates incompetence in the use of the conventional general English.

**Final Research Paper rubric for English III and English IV**

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| --- | --- | --- | --- | --- |
|  | **Outstanding 100-90** | **Above Average 89-80** | **Average 79-70** | **Below Average 69-0** |
| **Thesis** | * Is a clearly & creatively articulated argument * It defines & carries the argument throughout | * Is a clearly articulated argument * It carries the argument throughout | * Attempts to articulate argument * Sometimes carries the argument through the paper | * Argument not clear or relevant * Does not carry the argument throughout the paper |
| **Introduction** | * Has a creative hook that introduces the thesis & demonstrates strong research * Gives sufficient & pointed background info relevant to the topic | * Has a hook that introduces the thesis * Gives background info relevant to the topic | * Attempts to use a hook but it may be irrelevant or inaccurate * Not enough background info or some irrelevant info | * No hook * No background information or completely irrelevant info |
| **Body/**  **Evidence** | *All Body Paragraphs Include:*   * Topic sentence clearly states main idea of the paragraph * Ideas/details/evidence clearly support thesis * Creative & accurate use of all evidence * Paper contains superior evidence of understanding and makes a superior connection between the content and evidence | *All Body Paragraphs Include:*   * Topic sentence states main idea of paragraph * Ideas/details/evidence support thesis * Accurate use of all evidence * Paper contains strong evidence of understanding and makes a strong connection between the content and the evidence | *All Body Paragraphs Include:*   * Topic sentence does not fully capture main idea of paragraph * Ideas/details/evidence do not always support thesis * Mostly accurate use of evidence * Paper contains at least some evidence of understanding and makes some connection between the content and evidence | *All Body Paragraphs Include:*   * Topic sentences not used * Ideas/details/evidence do not support thesis * Inaccurate use of evidence * Paper lacks any evidence of understanding and lacks connections between content and evidence |
| **Conclusion** | * Restates the thesis in interesting way * Strongly unifies the ideas in the paper * Leaves a strong impact on the reader by answering the question, “So what?” | * Restates the thesis * Unifies the ideas in the paper * Leaves an impact on the reader | * Attempts to revisit thesis * Partially unifies ideas in paper * Attempts to leave an impact on the reader | * Does not revisit the thesis * Does not unify ideas in paper * Does not leave any kind of impact on reader |
| **Mechanics** | * Completely accurate use of grammar * Variety in sentence structure * No spelling errors * Extensive variety in word selection | * Mostly accurate use of grammar * Some variety in sentence structure * Limited spelling errors * Variety in word selection | * Several grammatical errors * Little variety in sentence structure * Some spelling errors * Some variety in word selection | * Too many grammatical errors * No variety in sentence structure * Too many spelling errors * No variety in word selection |
| **MLA Format** | * Paper always uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, & works cited) * All sources are properly cited both in the body of the paper and on the works cited page | | * Paper does not use proper MLA format * Sources are not properly cited in the body of the paper and on the works cited page | |