Six-Traits Grading Rubric for The Handmaid's Tale *Project*

I. IDEAS AND CONTENT

5	This paper is clear and focused. It holds the reader's attention. Relevant examples, comments and details enrich the critical analysis. **The writer quotes from at least five sections of *HMT* and cites five different current event articles**
3	The writer is beginning to define the position or opinion, even though development is still basic or general. **The writer quotes from some sections of *HMT* and refers to two or three articles.**
1	As yet, the paper has no clear sense of purpose or focus on single issue. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. **Quotes nothing.**

II. ORGANIZATION

5	The organization enhances and showcases the critical analysis. The order, structure, or presentation of details is compelling and moves the reader through the text and **fits the chosen format**.
3	The organizational structure is strong enough to move the reader through the details of the analysis without too much confusion. **Format choice is unclear**.
1	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.

III. VOICE

5	The writer speaks directly to the reader in a way that is individual, compelling, and engaging, is aware and respectful of the audience, and the purpose for writing this critical analysis**. *HMT* character voice is clear about what s/he thinks, feels, and believes.**
3	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling. **Not clear what *HMT* character thinks, feels, and believes.**
1	The writer seems indifferent, uninvolved, or distanced from the literature and/or the audience.

IV. WORD CHOICE

5	Words relate the writer's critical analysis in a precise, interesting, and natural way, with powerful engaging words that **seem appropriate for *HMT* character**.
3	The language is functional, even if it lacks energy. It is easy to figure out the writer's meaning on a general level, but seems **inconsistent for *HMT* character**.
1	The writer struggles with limited vocabulary, searching for words to convey meaning and to show his/her position on the issues or opinion of the literature.

V. SENTENCE FLUENCY

5	The writer has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading. **Quotations flow seamlessly in the text of the essay.**
3	The text hums along with a steady beat, but tends to be more pleasant or business like than musical, more mechanical than fluid. **Quotations stand out from the text.**
1	The reader would have to practice quite a bit in order to give this paper a fair interpretive reading.

VI. CONVENTIONS

5	The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar, usage, and paragraphing) and uses conventions effectively to enhance readability. Errors tend to be few and just a few minor touch-ups would make this publishable. **Bibliography format is correct. Quotations are punctuated correctly.**
3	The writing shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times errors are distracting and impair readability. **Bibliography included**.
1	Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the personal reminiscence difficult to read. **No bibliography**.

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