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|  | **UNSATISFACTORY** | **COMPETENT** | **PROFICIENT** | **DISTINGUISHED** |
| **Respect of theme** | The text is off topic and does not respect the writing instructions.  |   The text respects the given theme and writing instructions by developing one or two basic ideas of the theme of slavery. |   Work reflects deeper understanding of the theme of slavery and its implication in the life of a person. Demonstrates this comprehension by developing ideas associated with slavery in a thorough manner. |  Work shows a mastery of knowledge on the theme of slavery. The text goes beyond what was discussed in class and shows mastery above expected level.  |
| **Clarity of ideas and structure** | No ideas are developed or reader cannot seize what the main ideas are.The text shows no clear structure or evidence of structure. The reader hardly understands what the text is about. |  The text develops simple and clear ideas. By using common words, the reader can seize what the author of the text wanted to explore. The structure of the text is clear and ideas are developed one after the other. Text is straightforward. |  The text explores complete ideas that are sustained by rich vocabulary that enhances comprehension. Structure is fluid and all the ideas flow one after the other.   | The text develops complex ideas with enriched vocabulary that engages reader in deeper thinking or deeper appreciation of the theme. Structure is evident and flows from one idea to another. Ideas also connect to one another which makes the text complete and efficient.  |
| **Spelling and vocabulary** | More than half of the words are not spelled right which impedes comprehension. Vocabulary is repetitive and not theme related. | More than half of the words are spelled right. Comprehension is not altered by spelling mistakes. Theme-related vocabulary present in the text. | Almost no spelling mistakes. All easy words are spelled correctly and many harder words are also spelled right. Theme-related vocabulary and sophisticated words are included. Effort is made not to repeat the same words. |  All the easy words are spelled correctly and all or most of the sophisticated words have no mistakes. Vocabulary is not repetitive and sought after. Lexical field is broad and choice of words embellish the text. Vocabulary helps the reader being captivated by the story. |
| **Grammar and punctuation** | Text has few or no punctuation marks. Capital letters are missing at the beginning of sentences. Basic rules of grammar are not respected and comprehension is made difficult because of lack of respect of basic punctuation and grammar conventions. |  Basic grammar rules and punctuation are respected. Capital letters and periods (or any mark of end of sentence) are consistently present in the text. The same verb tense is consistently used throughout the text. Grammar mistakes do not impede comprehension.   |  Easy and more complicated grammar rules are consistently respected throughout the text. Punctuation helps comprehension and presence of grammar mistakes are rare and have no effect on comprehension.  |  Text has no grammar errors whether it is with basic or complex rules. Punctuation is used to enrich text and exhibits mastery of knowledge of punctuation rules.   |
| **Effort** |  Work is not completed in a  satisfactory manner. Student shows  minimal effort. Student does not use class time effectively.  |  Work complete but it lacks finishing touches or can be improved with a  little effort. Student does just enough  to meet requirements. |  Completed work in an above average  manner, yet more could have been  done. Student needs to go one step further to achieve excellence.  |  Completed work with excellence  and exceeded teacher expectations. Student exhibited exemplary  commitment to the project. |