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**Education**

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 Lefapha la Thuto

**NORTH WEST PROVINCE**
**Maquassi Hills Sub-District**

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**DR KENNETH KAUNDA DISTRICT**

# ENGLISH FAL & HL

## Senior Phase Grade 7-9

## RUBRIC BOOKLET

**2023-2024**  
*...until further notice...*

**Also:**

**Check the DBE Writing Guidelines**

**for more examples**



**Thank you!**



## Education

Lefapha la Thuto la Bokone  
Bophirima  
Noord-Wes OnderwysDepartement  
North West Education Department  
**NORTH WEST PROVINCE**

## MAQUASSI HILLS SUB-DISTRICT

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## DR KENNETH KAUNDA DISTRICT

### SUGGESTED SYMBOLS FOR THE MARKING OF CREATIVE WRITING

#### Background to developing this strategy:

*Due to the fact that it is simply impossible and extremely time-consuming to indicate and correct all errors in learners' creative writing (either short or longer pieces of writing), the following system was developed to assist educators in indicating all errors without it taking up so much of their precious time...*

#### The following must be kept in mind...

- ❖ *All attempts, including all that has been written, **must** be read*
- ❖ *All errors must be **indicated***
- ❖ *Do corrections according to the suggested spelling strategy – as to have evidence of **individual intervention** (spelling & grammar)*
- ❖ *Provide credit for the attempt – but be realistic, **careful not to over-score***
- ❖ *Ensure all learners are familiar with what each symbol represent*

#### SUGGESTED SYMBOLS

##### Spelling errors

**Draw a line through** the misspelled word e.g. ~~peepel~~

*Then do corrections below the written work, according to the intervention strategy for spelling per individual learner*

##### Concord/Grammatical errors

Indicate with an **arrow** e.g.

they am

that man are

I is

*Written out corrections below written work :*

they are

that man is

I am

*Request learners to practice their (individual) correction(s) by re-writing each correction x 10*

☛ **Punctuation errors**

Correct these errors by **indicating** the correct punctuation mark in red pen e.g.

 **T**hat man are one of the bad ~~peepel~~ in our neighbourhood.

☛ **Letters/words/apostrophe that should have been there, but were left out**

Clearly indicate words that were left out with a 

☛ **Words added, that should not be there**

Simply **cross out** any words that are not suitable in the specific sentence

(**PLEASE** note the difference between spelling errors and words added that should not be there)

☛ **Sentence construction errors**

Indicate bad sentence construction by **underlining the whole sentence and adding ??**

☛ **Totally irrelevant**

(no connection to the topic provided)

Write at the bottom of the attempt ...

**Irrelevant to topic**

☛ **Totally illegible**

(can not make out anything that is written)

Write at the bottom of the attempt ...

**Illegible, difficult to read**

☛ **Totally illiterate**

(writing makes no sense whatsoever)

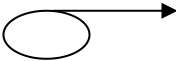
Write at the bottom of the attempt ...

**Illiterate, no sense whatsoever**

\* \* \* \* \*

**DBE NOTES...****USAGE OF MARKING SYMBOLS TO MARK AN ESSAY**

We suggest that all teachers start using the following symbols when marking their learners' writing. Teachers cannot just draw red lines under learners work. Neither can teachers just give a tick and a mark.

| SYMBOL                                                                              | EXPLANATION                                                            |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 0                                                                                   | Punctuation mistake                                                    |
| =====                                                                               | Spelling mistake: Incorrect use use of Capital                         |
| Sp                                                                                  | letter;style;incorrect abbreviation(must be written beneath the error) |
| _____                                                                               | Incorrect word usage                                                   |
|    | Incorrect word order                                                   |
| Λ                                                                                   | Word omitted                                                           |
| T                                                                                   | Incorrect Tense                                                        |
| ?                                                                                   | Unclear                                                                |
| [                                                                                   | New paragraph                                                          |
| LI                                                                                  | Incorrect facts                                                        |
|                                                                                     | Good observation                                                       |
| Λ                                                                                   | Word omitted                                                           |
|  | Put in full stop here                                                  |
| =====                                                                               | Close up this space                                                    |

**ESSAY WRITING:**

An essay should have an introduction, body and conclusion.

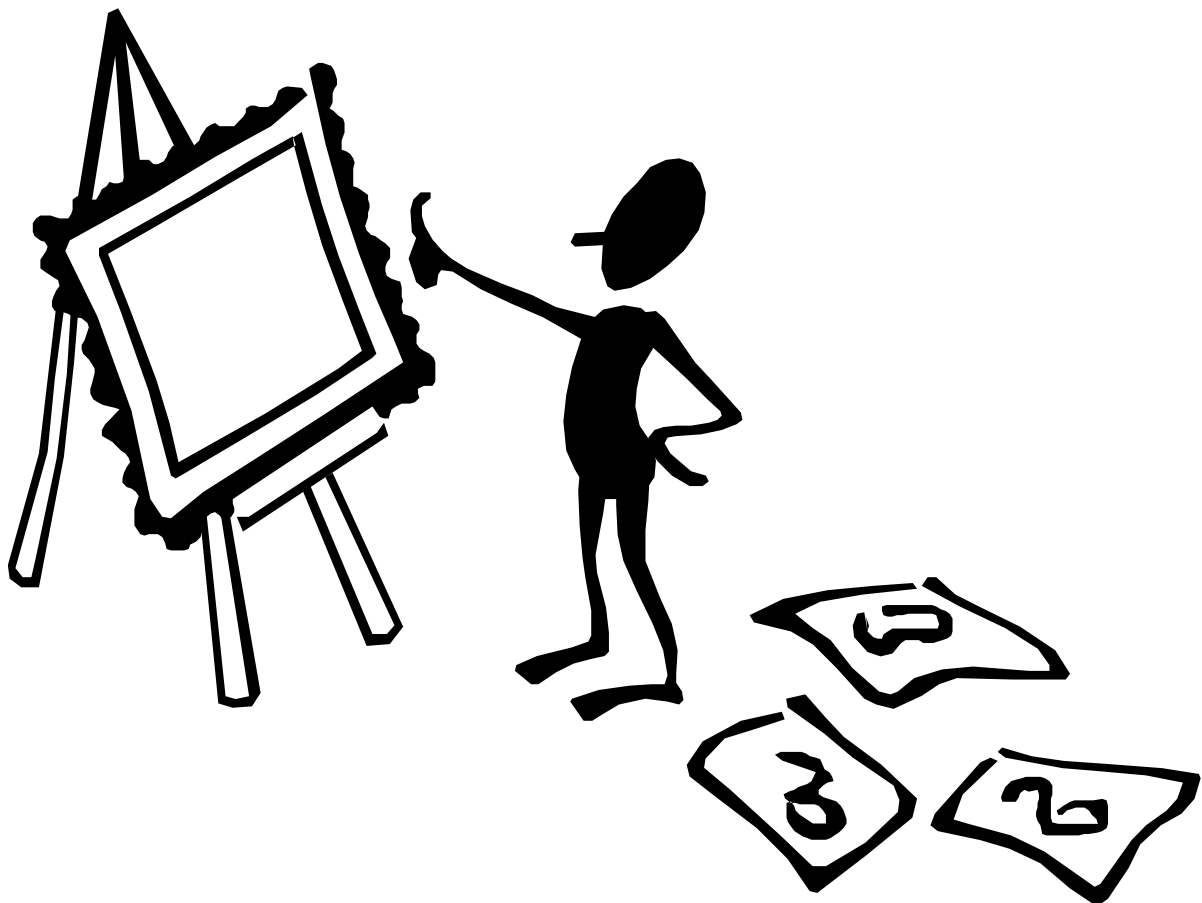
**Introduction:** should catch the reader's attention and briefly tell the reader what the essay will be addressing

**The body** must be divided into paragraphs, each must pursue a specific idea to the end. The writer must address all the ideas he or she wanted to address, keeping to the end.

**The conclusion** is the end. This should tie up all that was presented by the writer. As this is the end, the writer must not bring in new information.

## **Senior Phase**

### **GRADE 7 - 9 RUBRICS**



*2023-2024 ...and until further notice...*

*Programme of Assessment*

*Compiled by: Mrs. E. van Heerden (SES English Grade 4-9)*

*2023-2024*

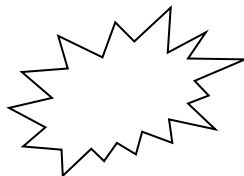
*Maquassi Hills Sub-District*

**Grade 7****Grade 8****Grade 9****Reading Aloud Rubric**

✿ Write the relevant mark per category to accumulate the mark out of 20

| <b>Categories</b>                                                                   | <i>Level 1-2</i>                        | <i>Level 3-4</i>                                     | <i>Level 5-6</i>                | <i>Level 7</i>                                          |
|-------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------|---------------------------------|---------------------------------------------------------|
|                                                                                     | <b>0 mark</b>                           | <b>1-2 marks</b>                                     | <b>3 marks</b>                  | <b>4 marks</b>                                          |
| <b>Fluency</b>                                                                      | <i>Stutter all the time, no fluency</i> | <i>Fluent at times</i>                               | <i>Generally fluent</i>         | <i>Constantly fluent</i>                                |
| <b>Audibility &amp; pronunciation</b>                                               | <i>Mumble, difficult to hear</i>        | <i>Has to pay attention to make out what is read</i> | <i>Can follow what is read</i>  | <i>No problem with audibility or pronunciation</i>      |
| <b>Reading speed</b>                                                                | <i>Extremely slow</i>                   | <i>Slow, because of uncertainties</i>                | <i>Good speed</i>               | <i>Excellent speed, taking punctuation into account</i> |
| <b>Word power</b>                                                                   | <i>Struggle with almost every word</i>  | <i>Stop frequently to ask assistance</i>             | <i>Can recognise most words</i> | <i>Recognised all words!!</i>                           |
| <b>Comprehension, general understanding of what was read</b><br>✓<br>✓<br>✓         | <i>No understanding</i>                 | <i>Little understanding</i>                          | <i>A good understanding</i>     | <i>Fully understands what was read!</i>                 |
| ➤ ➤ ➤ ( <u>Oral</u> response, ask questions <u>orally</u> , answers <u>orally</u> ) |                                         |                                                      |                                 |                                                         |

**Total** =      /20 =

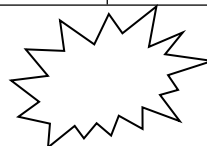


**Grade 7****Grade 8****Grade 9****Generic Transactional Writing Rubric**

- ✿ Suitable to assess SMS / e-mail / Twitter message / Newspaper Report etc.  
(*“Simple form” rather use a Memo...*)
- ✿ Write the allocated mark per category in the appropriate block to accumulate the mark out of 20, then divide by 2 to get the mark out of 10

| <b>Categories</b>                                         | <i>Level 1-2</i>                                                                                                   | <i>Level 3-4</i>                                                                                                               | <i>Level 5-6</i>                                                                                                  | <i>Level 7</i>                                                                                       |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|                                                           | <b>0 mark</b>                                                                                                      |                                                                                                                                | <b>2 marks</b>                                                                                                    |                                                                                                      |
| <b>FORMAT</b>                                             | <i>Incorrect format</i>                                                                                            |                                                                                                                                | <i>100% correct format</i>                                                                                        |                                                                                                      |
|                                                           | <b>1 mark</b>                                                                                                      | <b>2-4 marks</b>                                                                                                               | <b>5-7 marks</b>                                                                                                  | <b>8 marks</b>                                                                                       |
| <b>GRAMMAR, SPELLING, PUNCTUATION</b>                     | <i>Very poor, full of grammar, spelling and punctuation errors</i>                                                 | <i>Average, but message can be followed</i>                                                                                    | <i>Good, only minor errors, no influence to effect</i>                                                            | <i>Excellently written!</i>                                                                          |
|                                                           | <b>0-1 mark</b>                                                                                                    | <b>2 marks</b>                                                                                                                 | <b>3 marks</b>                                                                                                    | <b>4 marks</b>                                                                                       |
| <b>ADHERENCE TO THE TOPIC &amp; INSTRUCTIONS PROVIDED</b> | <i>Only slight reference to the topic, but doesn't achieve purpose at all.<br/><br/>Instructions not followed.</i> | <i>Mentions the topic, but doesn't successfully achieve purpose.<br/><br/>Tried, not successful in following instructions.</i> | <i>Adheres largely to the topic. Achieves purpose.<br/><br/>Instructions understood, but not 100% compliance.</i> | <i>Total adherence to topic. Achieves purpose successfully.<br/><br/>Instructions well executed.</i> |
|                                                           | <b>1 mark</b>                                                                                                      | <b>2-3 marks</b>                                                                                                               | <b>4-5 marks</b>                                                                                                  | <b>6 marks</b>                                                                                       |
| <b>CONTENT</b>                                            | <i>Poor quality, miss the point</i>                                                                                | <i>Average, some links to topic</i>                                                                                            | <i>Good ideas, reasonably coherent to topic</i>                                                                   | <i>Excellent, thought-provoking, proves the point</i>                                                |

**Total** =      /20 ÷ 2 =      /10



**Grade 7****Grade 8****Grade 9****Written Dialogue Rubric**

☼ Tick the relevant block to accumulate the mark out of 10

☼ Correct format :

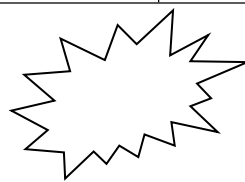
(1) Names of characters on left side of the page (column form)

(2) Use a colon (:) after the name of the character

(3) Start in a new line for each speaker

| <b>Categories</b>                     | <i>Level 1-2</i>                                                   | <i>Level 3-4</i>                                         | <i>Level 5-6</i>                                           | <i>Level 7</i>                                        |
|---------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|
|                                       | <b>0 mark</b>                                                      | <b>1-2 marks</b>                                         | <b>3 marks</b>                                             | <b>4 marks</b>                                        |
| <b>FORMAT</b>                         | <i>Incorrect format</i><br><br>(0 out of 3)                        | <i>Average format</i><br><br>(1 out of 3)                | <i>Good format</i><br><br>(2 out of 3)                     | <i>100% correct format</i><br><br>(3 out of 3)        |
|                                       | <b>1 mark</b>                                                      | <b>2-3 marks</b>                                         | <b>4-5 marks</b>                                           | <b>6 marks</b>                                        |
| <b>GRAMMAR, SPELLING, PUNCTUATION</b> | <i>Very poor, full of grammar, spelling and punctuation errors</i> | <i>Average, but message can be followed</i>              | <i>Good, only minor errors, no influence to effect</i>     | <i>Excellently written!</i>                           |
|                                       | <b>0 mark</b>                                                      | <b>1-2 marks</b>                                         | <b>2-3 marks</b>                                           | <b>4 marks</b>                                        |
| <b>SKETCHED A SUITABLE SCENARIO</b>   | <i>No scenario, simply lose ideas</i>                              | <i>Scenario sketched, but unsuccessful or irrelevant</i> | <i>Scenario creates suitable background and atmosphere</i> | <i>Scenario creative, original and very effective</i> |
|                                       | <b>1 mark</b>                                                      | <b>2-3 marks</b>                                         | <b>4-5 marks</b>                                           | <b>6 marks</b>                                        |
| <b>CONTENT</b>                        | <i>Poor quality, miss the point</i>                                | <i>Average, some links to topic</i>                      | <i>Good ideas, reasonably coherent to topic</i>            | <i>Excellent, thought-provoking, proves the point</i> |

**Total** = /20 ÷ 2 = /10

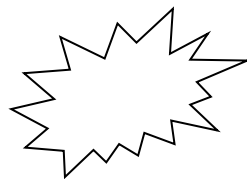


**Grade 7****Grade 8****Grade 9****Oral Speech Rubric****Conversation or discussion**

✿ Write the relevant mark in the category block to accumulate the mark out of 20

| <b>Categories</b>                                                                       | <i>Level 1-2</i>                                     | <i>Level 3-4</i>                                      | <i>Level 5-6</i>                                         | <i>Level 7</i>                                            |
|-----------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------|
|                                                                                         | <b>0 marks</b>                                       | <b>1-2 marks</b>                                      | <b>3 marks</b>                                           | <b>4 marks</b>                                            |
| <b><u>Relevance:</u></b><br><i>Done what was asked?</i>                                 | <i>Nothing done</i>                                  | <i>Very little relevance</i>                          | <i>Relevant!</i>                                         | <i>Well done!</i>                                         |
| <b><u>Planning:</u></b><br><i>Delivered what was asked to do?</i>                       | <i>Not prepared at all, can't do anything on own</i> | <i>Stutters, not fluent, needs constant guidance</i>  | <i>Can cope, but needs assistance now and then</i>       | <i>Prepared &amp; fluent!</i>                             |
| <b><u>Effort:</u></b><br><i>Tried...</i>                                                | <i>Totally lost/ will not speak/ made no effort</i>  | <i>Made an effort, but not successful</i>             | <i>1 or 2 errors, but continued bravely!</i>             | <i>Great effort!!</i>                                     |
| <b><u>Language usage:</u></b>                                                           | <i>Cannot construct sentences which make sense</i>   | <i>Can make out what is said, but with difficulty</i> | <i>Understands with little difficulty here and there</i> | <i>Easy to understand!</i>                                |
| <b><u>Presentation:</u></b><br><i>Use of voice, volume, clarity &amp; pronunciation</i> | <i>Can't make out anything what is said/meant?</i>   | <i>Can follow certain parts of speech...</i>          | <i>Lack a little bit of confidence – otherwise clear</i> | <i>Confident presentation! Easy to hear and follow...</i> |

**Total** =      /20 =



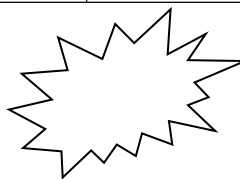
## Grade 7 Role Play Rubric

## Grade 8

✿ Write the awarded mark per category in the appropriate block

| Categories                                                                                                                                     | Level 1-3                             | Level 4-6                        | Level 7                     |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------|-----------------------------|
|                                                                                                                                                | 0 marks                               | 1 mark                           | 2 mark                      |
| <b>Preparation:</b><br>-Speak, not read<br>-Know the words<br>-Contact with audience                                                           | <i>Totally unprepared</i>             | <i>Partially prepared</i>        | <i>Well prepared!!</i>      |
| <b>Adherence to topic:</b><br>-Research done/prepared<br>-Informed about what he/she is talking about                                          | <i>No Adherence</i>                   | <i>Limited adherence</i>         | <i>Total Adherence</i>      |
| <b>Eye contact:</b><br>-Eyes glued to the paper?<br>[6]                                                                                        | <i>No eye contact</i>                 | <i>Little eye contact</i>        | <i>Frequent eye contact</i> |
|                                                                                                                                                | 1 mark                                | 2-3 marks                        | 4 marks                     |
| <b>Interpretation:</b><br>-Learner's ability to play the part of another character<br>-Character's body language and facial expressions<br>[4] | <i>Poor/below Average</i>             | <i>Average/good</i>              | <i>Excellent!</i>           |
|                                                                                                                                                | 1 mark                                | 2-3 marks                        | 4-5 marks                   |
| <b>Presentation:</b><br>-Audibility<br>-Speed of speaking<br>-Breath control                                                                   | <i>Overall very difficult to hear</i> | <i>Not always audible</i>        | <i>Clearly audible!!</i>    |
| <b>General impact:</b><br>-Audience's reaction<br>-Overall impression<br>-Level of success<br>[10]                                             | <i>No impact</i>                      | <i>Tried, but not successful</i> | <i>Impressive!!!</i>        |

**Total** = /20 =

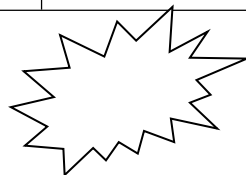


**GRADE 7****GRADE 8****Narrative Essay Rubric****(Telling a story)**

☼ Select the appropriate mark for each criterion, write it in the [   ]

| <b>Categories</b>                                                             | <i>Level 1-2</i>                                                                                                     | <i>Level 3-4</i>                                                                              | <i>Level 5-6</i>                                                                                                                 | <i>Level 7</i>                                                                                                                     |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | <b><i>Not achieved</i></b>                                                                                           | <b><i>Average</i></b>                                                                         | <b><i>Substantial</i></b>                                                                                                        | <b><i>Outstanding</i></b>                                                                                                          |
|                                                                               | <b><u>1 mark</u></b>                                                                                                 | <b><u>2-3 marks</u></b>                                                                       | <b><u>4-5 marks</u></b>                                                                                                          | <b><u>6 marks</u></b>                                                                                                              |
| <b>Format:<br/>Paragraphing<br/>&amp; Sentence<br/>structure</b><br><br>[   ] | <i>Mainly simple<br/>sentences</i><br><br><i>No clear<br/>paragraphing</i>                                           | <i>Some variety<br/>in sentences</i><br><br><i>Paragraph<br/>unity not<br/>always evident</i> | <i>Good variety of<br/>sentences</i><br><br><i>Clear beginning,<br/>middle and end</i>                                           | <i>Skilful variety<br/>of sentences</i><br><br><i>Paragraphs<br/>unity of<br/>content,<br/>logical<br/>progression</i>             |
|                                                                               | <b><u>1-2 mark</u></b>                                                                                               | <b><u>3-5 marks</u></b>                                                                       | <b><u>6-7 marks</u></b>                                                                                                          | <b><u>8 marks</u></b>                                                                                                              |
| <b>Language,<br/>spelling &amp;<br/>punctuation</b><br><br>[   ]              | <i>Poor,<br/>seriously<br/>flawed</i>                                                                                | <i>Average,<br/>several errors</i>                                                            | <i>Good ,<br/>minor errors</i>                                                                                                   | <i>Excellent,<br/><u>no</u> errors</i>                                                                                             |
|                                                                               | <b><u>1-2 marks</u></b>                                                                                              | <b><u>3-6 marks</u></b>                                                                       | <b><u>7-9 marks</u></b>                                                                                                          | <b><u>10 marks</u></b>                                                                                                             |
| <b>Creation of<br/>atmosphere,<br/>telling a story</b><br><br>[   ]           | <i>No attempt<br/>or<br/>small attempt<br/>to create<br/>characters and<br/>atmosphere,<br/>but<br/>unsuccessful</i> | <i>Few figures of<br/>speech used,<br/>stereotypical,<br/>unbelievable<br/>characters</i>     | <i>Good<br/>understanding of<br/>figurative/<br/>descriptive<br/>language,<br/>characterization<br/>and creation of<br/>mood</i> | <i>Superb!<br/>Figurative<br/>and<br/>descriptive<br/>language,<br/>characters<br/>believable<br/>and<br/>atmosphere<br/>clear</i> |
|                                                                               | <b><u>1 mark</u></b>                                                                                                 | <b><u>2-3 marks</u></b>                                                                       | <b><u>4-5 marks</u></b>                                                                                                          | <b><u>6 marks</u></b>                                                                                                              |
| <b>Effect on<br/>reader</b><br><br>[   ]                                      | <i>Dull, very<br/>little appeal</i>                                                                                  | <i>Tends to lose<br/>focus</i>                                                                | <i>Effective and<br/>pleasing</i>                                                                                                | <i>Grips reader<br/>from<br/>beginning,<br/>highly<br/>effective<br/>ending</i>                                                    |

**Total** =      /30 =



# GRADE 7

## Descriptive Essay Rubric

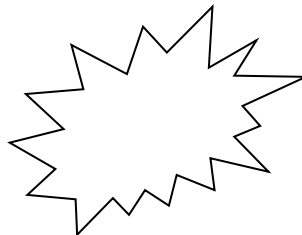
### (Painting a picture with words)

✿ Encircle the relevant mark allocated to accumulate the mark out of 30

# GRADE 8

| Categories                                                                               | 6                                                                                                                                              | 5 4                                                                                                                                                                     | 3 2                                                                                                                                          | 1                                                                                                                 |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <i>Correctness of format and appropriate length</i>                                      | <i>Total adherence to format. Correct length</i>                                                                                               | <i>Good adherence to format. Appropriate length</i>                                                                                                                     | <i>Partial adherence to format. Inappropriate length</i>                                                                                     | <i>Very limited adherence to format. Far too long or much too short</i>                                           |
|                                                                                          | 10 9                                                                                                                                           | 8 7 6                                                                                                                                                                   | 5 4 3                                                                                                                                        | 2 1                                                                                                               |
| <i>Correct structure, tone, style, register, spelling, punctuation. Use of language.</i> | <i>Fully appropriate structure &amp; tone. Integrated variation of sentence types. Clear and good use of English language with few errors.</i> | <i>Predominantly appropriate structure and tone. Complete sentences with mostly correct use of grammar, punctuation and spelling. Variation of sentence types used.</i> | <i>Partially inappropriate structure and tone. Incomplete, rambling sentences. A number of grammatical, spelling and punctuation errors.</i> | <i>Completely inappropriate structure &amp; tone. Weak sentence structure, spelling, grammar and punctuation.</i> |
|                                                                                          | 8                                                                                                                                              | 7 6 5                                                                                                                                                                   | 4 3 2                                                                                                                                        | 1                                                                                                                 |
| <i>Descriptions</i>                                                                      | <i>Excellent! Can "see" the picture painted with a huge variety of adjectives and adverbs</i>                                                  | <i>Good descriptions Quite a few adjectives and adverbs to describe people/actions</i>                                                                                  | <i>Average usage of descriptive words Tried Not successful</i>                                                                               | <i>Very poor No effective descriptions No adjectives/ adverbs used</i>                                            |
|                                                                                          | 6                                                                                                                                              | 5 4                                                                                                                                                                     | 3 2                                                                                                                                          | 1                                                                                                                 |
| <i>Adherence to topic</i>                                                                | <i>Total adherence to topic. Achieves purpose successfully.</i>                                                                                | <i>Adheres largely to the topic. Achieves purpose.</i>                                                                                                                  | <i>Mentions the topic, but doesn't successfully achieve purpose.</i>                                                                         | <i>Only slight reference to the topic, but doesn't achieve purpose at all.</i>                                    |

**Total** = /30 =



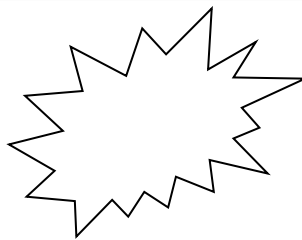
**GRADE 7****GRADE 8****Reflective Essay Rubric**

**(Presents the writer's views/ideas/thoughts/feelings on a particular topic they feel strongly about)**

✿ Encircle the relevant mark allocated to accumulate the mark out of 30

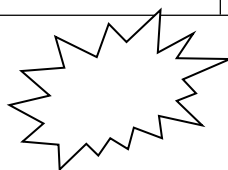
| <b>Categories</b>                                                                        | <b>6</b>                                                                                                                                       | <b>5 4</b>                                                                                                                                                              | <b>3 2</b>                                                                                                                                   | <b>1</b>                                                                                                          |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Correctness of format and appropriate length</b>                                      | <i>Total adherence to format. Correct length</i>                                                                                               | <i>Good adherence to format. Appropriate length</i>                                                                                                                     | <i>Partial adherence to format. Inappropriate length</i>                                                                                     | <i>Very limited adherence to format. Far too long or much too short</i>                                           |
|                                                                                          | <b>10 9</b>                                                                                                                                    | <b>8 7 6</b>                                                                                                                                                            | <b>5 4 3</b>                                                                                                                                 | <b>2 1</b>                                                                                                        |
| <b>Correct structure, tone, style, register, spelling, punctuation. Use of language.</b> | <i>Fully appropriate structure &amp; tone. Integrated variation of sentence types. Clear and good use of English language with few errors.</i> | <i>Predominantly appropriate structure and tone. Complete sentences with mostly correct use of grammar, punctuation and spelling. Variation of sentence types used.</i> | <i>Partially inappropriate structure and tone. Incomplete, rambling sentences. A number of grammatical, spelling and punctuation errors.</i> | <i>Completely inappropriate structure &amp; tone. Weak sentence structure, spelling, grammar and punctuation.</i> |
|                                                                                          | <b>8</b>                                                                                                                                       | <b>7 6 5</b>                                                                                                                                                            | <b>4 3 2</b>                                                                                                                                 | <b>1</b>                                                                                                          |
| <b>Own strong views/ideas/thoughts/feeling about a specific topic</b>                    | <i>Impressive formulation of own feelings</i>                                                                                                  | <i>Good expression of the speaker's ideas about the topic</i>                                                                                                           | <i>Average representation of personal view</i>                                                                                               | <i>Ineffective presentation of own feelings/views</i>                                                             |
|                                                                                          | <b>6</b>                                                                                                                                       | <b>5 4</b>                                                                                                                                                              | <b>3 2</b>                                                                                                                                   | <b>1</b>                                                                                                          |
| <b>Adherence to topic</b>                                                                | <i>Total adherence to topic. Achieves purpose successfully.</i>                                                                                | <i>Adheres largely to the topic. Achieves purpose.</i>                                                                                                                  | <i>Mentions the topic, but <b>doesn't</b> successfully achieve purpose.</i>                                                                  | <i>Only slight reference to the topic, but <b>doesn't</b> achieve purpose at all.</i>                             |

**Total** = /30 =



**GRADE 7****GRADE 8****Argumentative Essay Rubric****(Presents an argument for or against some topic)**☼ Encircle the relevant mark allocated to accumulate the mark out of 30

| <b>Categories</b>                                                                            | <b>6</b>                                                                                                                                                                                          | <b>5 4</b>                                                                                                                                                              | <b>3 2</b>                                                                                                                                   | <b>1</b>                                                                                                                                       |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Correctness of format and appropriate length</b>                                          | <b>Total adherence</b> to format. Correct length                                                                                                                                                  | <b>Good adherence</b> to format. Appropriate length                                                                                                                     | <b>Partial adherence</b> to format. Inappropriate length                                                                                     | <b>Very limited adherence</b> to format. Far too long or much too short                                                                        |
|                                                                                              | <b>10 9</b>                                                                                                                                                                                       | <b>8 7 6</b>                                                                                                                                                            | <b>5 4 3</b>                                                                                                                                 | <b>2 1</b>                                                                                                                                     |
| <b>Correct structure, tone, style, register, spelling, punctuation. Use of language.</b>     | <b>Fully appropriate</b> structure & tone. Integrated variation of sentence types. Clear and good use of English language with few errors.                                                        | <b>Predominantly appropriate</b> structure and tone. Complete sentences with mostly correct use of grammar, punctuation and spelling. Variation of sentence types used. | <b>Partially inappropriate</b> structure and tone. Incomplete, rambling sentences. A number of grammatical, spelling and punctuation errors. | <b>Completely inappropriate</b> structure & tone. Weak sentence structure, spelling, grammar and punctuation.                                  |
|                                                                                              | <b>8</b>                                                                                                                                                                                          | <b>7 6 5</b>                                                                                                                                                            | <b>4 3 2</b>                                                                                                                                 | <b>1</b>                                                                                                                                       |
| <b>One-sided, subjective argument</b><br><br><b>Clear conclusion of where speaker stands</b> | <b>Impressive</b><br><br>Conclusion summarizes the main topics <b>without</b> repeating previous sentences; writer's opinions and suggestions for change are <b>logical and well thought out.</b> | <b>Good</b><br><br>Conclusion summarizes main topics. <b>Some</b> suggestions for change are evident.                                                                   | <b>Average</b><br><br>Conclusion summarizes main topics, but is <b>repetitive</b> . No suggestions for change and/or opinions are included.  | <b>Ineffective</b><br><br>Conclusion does not adequately summarize the main points. <b>No suggestions for change</b> or opinions are included. |
|                                                                                              | <b>6</b>                                                                                                                                                                                          | <b>5 4</b>                                                                                                                                                              | <b>3 2</b>                                                                                                                                   | <b>1</b>                                                                                                                                       |
| <b>Adherence to topic</b>                                                                    | <b>Total adherence</b> to topic. Achieves purpose successfully.                                                                                                                                   | <b>Adheres largely</b> to the topic. Achieves purpose.                                                                                                                  | Mentions the topic, but <b>doesn't successfully achieve</b> purpose.                                                                         | Only slight reference to the topic, but <b>doesn't achieve purpose at all.</b>                                                                 |

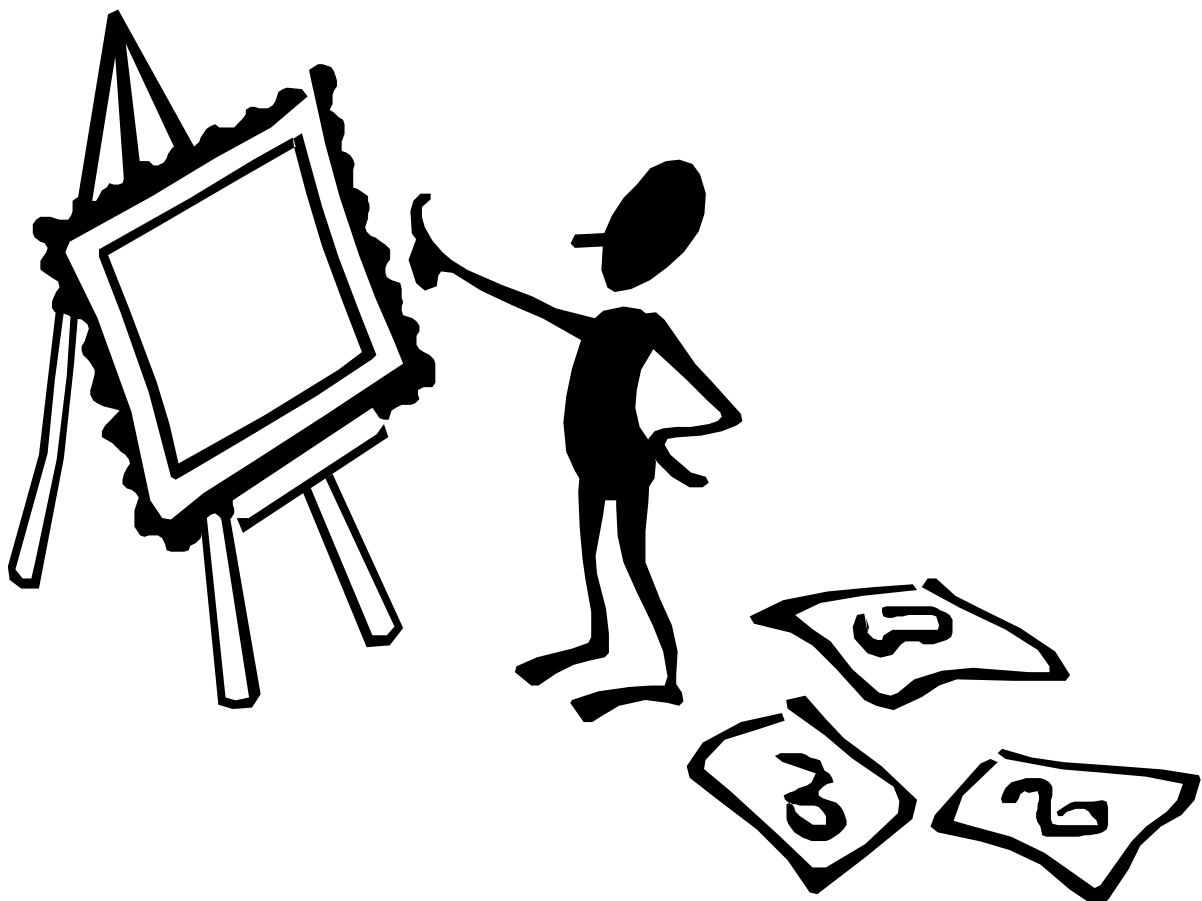
**Total** = /30 =

**Senior Phase**

**GRADE 9**

**ESSAY RUBRICS**

**Total: 40**



*2023-2024 ...and until further notice...*

*Programme of Assessment*

*Compiled by: Mrs. E. van Heerden (SES English Grade 4-9)*

*2023-2024*

*Maquassi Hills Sub-District*

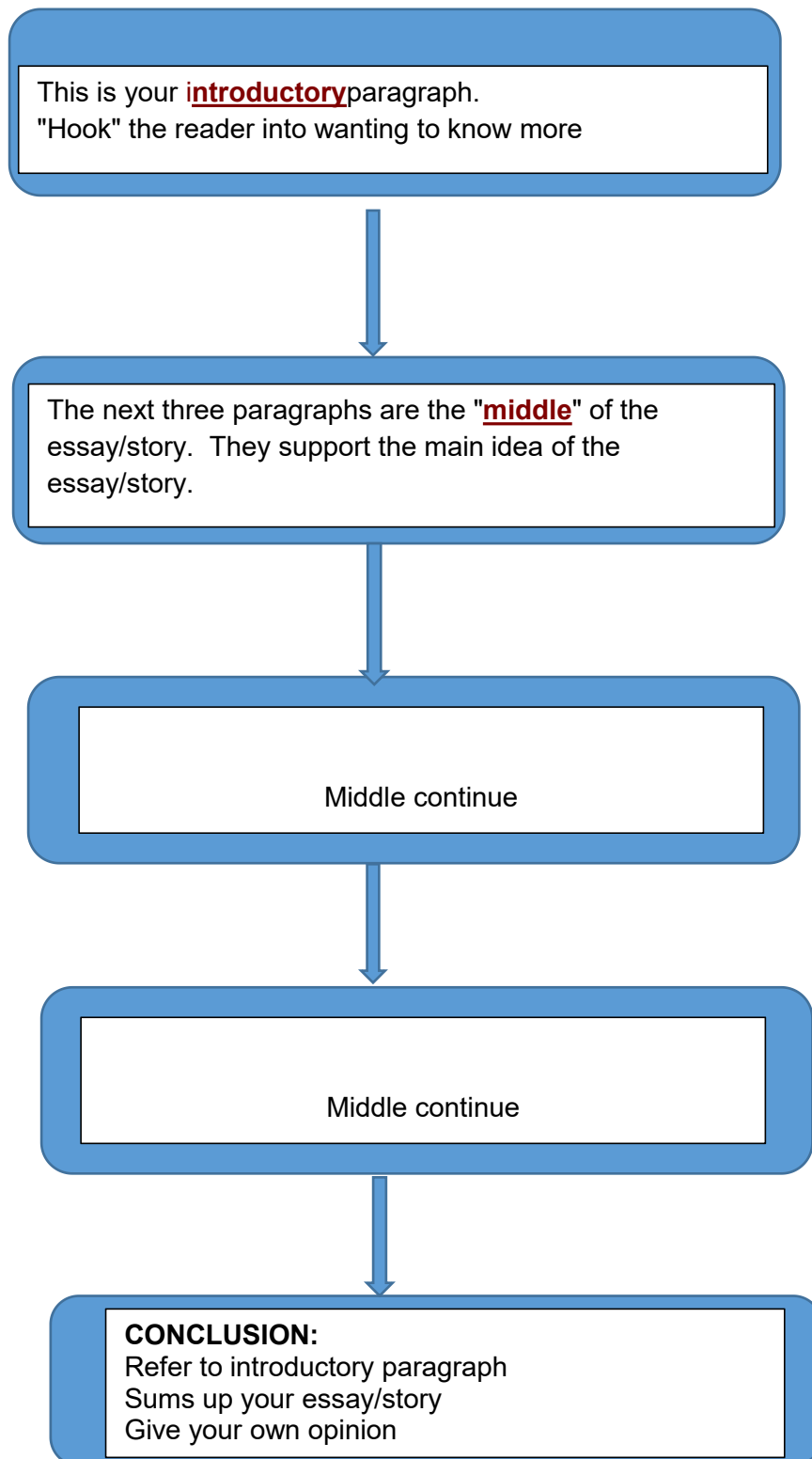
# NARRATIVE ESSAY

## Features of a NARRATIVE ESSAY

- Present a series of events in a meaningful order – it tells a story
- Storyline must be convincing
- Usually use the past tense to recount events
- It is recommended to use a captivating opening line or introductory paragraph
- It is recommended to have an unusually interesting ending
- Characters are developed
- Detailed description is given of people, places, objects and actions
- Direct speech can be used to add interest and develop characters
- A problem or difficulty is introduced
- It develops tension as it builds to a climax
- The problem is typically resolved
- The conclusion could either resolve the issue, or leave the reader reflecting
- Ensure sustained interest by using style, rhetorical device and action
- Use descriptive elements (have to use verbs and adjectives)
- Action verbs increase tension
- Figurative language helps to evoke an emotive response in the reader

### Exemplar checklist for NARRATIVE WRITING

| CRITERIA                                                                           | YES | NO |
|------------------------------------------------------------------------------------|-----|----|
| My essay / paragraph tells a story of a past event                                 |     |    |
| My introduction sets the scene and captures the reader's attention                 |     |    |
| My essay does have a strong story line and it is convincing even if it is fiction. |     |    |
| It is written in the past tense.                                                   |     |    |
| My introductory paragraph will capture the reader's attention.                     |     |    |
| I do have an unusually interesting ending.                                         |     |    |
| <b>Gr 4 - 6</b> : I have written 3 / 4 / 5 paragraphs                              |     |    |
| <b>Gr 7 - 9</b> : I have written 6 / 7 / 8 paragraphs                              |     |    |

**SCAFFOLDING:****FRAME FOR WRITING ESSAY/STORY**

**Rubric for a NARRATIVE ESSAY****GRADE 9**

| <b>CRITERIA</b>                                  |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Planning, coherence, introduction and conclusion | Thorough planning. Effective introduction and conclusion                                                                                                                                                                                                                                                                                               | Planning evident. Introduction and conclusion adequate for the task.                                                                                                                                                                                                                                          | Some evidence of planning. Ineffective introduction, weak conclusion.                                                                                                                                                                          | Weak planning. Very weak introduction and conclusion                                                                                                                                                                                                                                                         |
|                                                  | <b>7 - 8</b>                                                                                                                                                                                                                                                                                                                                           | <b>5 - 6</b>                                                                                                                                                                                                                                                                                                  | <b>3 - 4</b>                                                                                                                                                                                                                                   | <b>1 - 2</b>                                                                                                                                                                                                                                                                                                 |
| Topic/Content                                    | Thorough understanding of the topic.<br><br>Story line is convincing.                                                                                                                                                                                                                                                                                  | Some understanding of the topic                                                                                                                                                                                                                                                                               | Limited understanding of the topic                                                                                                                                                                                                             | Incorrect understanding of the topic.<br><br>Story line is not convincing.                                                                                                                                                                                                                                   |
|                                                  | <b>7 - 8</b>                                                                                                                                                                                                                                                                                                                                           | <b>5 - 6</b>                                                                                                                                                                                                                                                                                                  | <b>3 - 4</b>                                                                                                                                                                                                                                   | <b>1 - 2</b>                                                                                                                                                                                                                                                                                                 |
| Features of the Narrative                        | All sentences are in the past tense<br><br>Very effective use of direct speech<br><br>Detailed and very believable descriptions evoke a response in the reader<br><br>Correct use of action verbs that contributed to the story<br><br>Original use of Figurative language<br><br>Very effective use of tension that leads to the built up of a climax | Half of the sentences are in the past tense<br><br>Use of direct speech started to bring his characters to life<br><br>Some descriptions evoke a response in the reader<br><br>Some use of Action verbs<br><br>Used Figurative language but not very effectively<br><br>Tension increases as problem develops | Very little correct use of the past tense<br><br>Very little use of direct speech<br><br>Very little detailed descriptions<br><br>Very little action verbs being used<br><br>Very little use of Figurative language<br><br>Very little tension | Show no understanding of past tense<br><br>Use of direct speech did not brought his characters to life<br><br>Descriptions did not evoke a response in the reader<br><br>Action verbs did not increase tension<br><br>Figurative language did not help to evoke an emotive response in the reader No Tension |
|                                                  | <b>7 - 8</b>                                                                                                                                                                                                                                                                                                                                           | <b>5 - 6</b>                                                                                                                                                                                                                                                                                                  | <b>3 - 4</b>                                                                                                                                                                                                                                   | <b>1 - 2</b>                                                                                                                                                                                                                                                                                                 |

|                          |                                                                                                                                         |                                                                                                 |                                                                                                                  |                                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Language usage           | No mistakes or so few that they do not detract from the meaning.<br><br>Did use plenty of verbs and adjectives effectively to describe. | Mistakes that detract from the meaning.<br><br>Verbs and adjectives to describe are being used. | Many mistakes that make the meaning difficult to follow.<br><br>Very few use of verbs and adjectives to describe | Mistakes that make the meaning difficult to follow.<br><br>Only one verb and one adjectives to describe |
|                          | <b>7 - 8</b>                                                                                                                            | <b>5 – 6</b>                                                                                    | <b>3 - 4</b>                                                                                                     | <b>1 – 2</b>                                                                                            |
| Spelling and punctuation | Correct spelling and punctuation<br><br>Wide range of vocabulary                                                                        | Few spelling and punctuation mistakes<br><br>Fairly wide range of vocabulary                    | Some spelling and punctuation mistakes<br><br>Adequate vocabulary                                                | Poor spelling and punctuation<br><br>Limited vocabulary                                                 |
|                          | <b>7 - 8</b>                                                                                                                            | <b>5 – 6</b>                                                                                    | <b>3 - 4</b>                                                                                                     | <b>1 – 2</b>                                                                                            |

**TOTAL : 40**

# REFLECTIVE ESSAY

## Features of a REFLECTIVE ESSAY

- Present the writer's views, ideas, thoughts and feelings on a particular topic
- Must feel strongly about it
- It tends to be personal rather than subjective
- It can be witty or serious
- Must give emotional reactions and feelings
- Express ideas, thoughts or feelings revealing personal involvement

### CHECKLIST FOR REFLECTIVE ESSAY

| CRITERIA                                                                            | YES | NO |
|-------------------------------------------------------------------------------------|-----|----|
| I did contemplate an idea and gave my own emotional reactions and feelings.         |     |    |
| I did reflect on dreams or aspirations.                                             |     |    |
| My reflective essay is subjective.                                                  |     |    |
| My own feelings and emotions played a major role in my essay                        |     |    |
| My ideas, thoughts or feelings expressed reveal sincerity and personal involvement. |     |    |

**Rubric for a REFLECTIVE ESSAY**  
**GRADE 2**

| CRITERIA                    |                                                                                                                                         |                                                                                                                          |                                                                                                     |                                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                | Thorough understanding of the topic.<br><br>Story line is convincing.                                                                   | Some understanding of the topic                                                                                          | Limited understanding of the topic                                                                  | Incorrect understanding of the topic.<br><br>Story line is not convincing.                              |
| <b>Mark</b>                 | <b>7 – 8</b>                                                                                                                            | <b>5 - 6</b>                                                                                                             | <b>3 - 4</b>                                                                                        | <b>1 - 2</b>                                                                                            |
| <b>Planning</b>             | Thorough planning                                                                                                                       | A good attempt at planning                                                                                               | An attempt at planning, but very weak                                                               | Weak or No planning                                                                                     |
| <b>Mark</b>                 | <b>7 – 8</b>                                                                                                                            | <b>5 - 6</b>                                                                                                             | <b>3 - 4</b>                                                                                        | <b>1 - 2</b>                                                                                            |
| <b>Process writing</b>      | Very effective use of the drafting end editing process, making a lot of corrections and improvements                                    | Quite effective use of the drafting end editing process, picking up a lot but not all corrections and improvements       | Very limited use of the drafting end editing process, leaving a lot of corrections and improvements | Limited or no use of the drafting end editing process, missing most corrections and improvements        |
| <b>Mark</b>                 | <b>7 - 8</b>                                                                                                                            | <b>5 - 6</b>                                                                                                             | <b>3 - 4</b>                                                                                        | <b>1 – 2</b>                                                                                            |
|                             | No mistakes or so few that they do not detract from the meaning.<br><br>Did use plenty of verbs and adjectives effectively to describe. | Few mistakes, but they do not detract from the meaning.<br><br>Did use some verbs and adjectives effectively to describe | Mistakes that detract from the meaning.<br><br>Verbs and adjectives to describe are being used      | Mistakes that make the meaning difficult to follow.<br><br>Only one verb and one adjectives to describe |
| <b>Mark</b>                 | <b>7 - 8</b>                                                                                                                            | <b>5 - 6</b>                                                                                                             | <b>3 - 4</b>                                                                                        | <b>1 – 2</b>                                                                                            |
| <b>Features: Reflective</b> | Did present the writer's views, ideas, thoughts and feelings. Indicate very strongly how he feels about it.                             | Give emotional reactions and feelings. Does reflect subjectively.                                                        | Express very little ideas, thoughts or feelings. Very little evidence of their own reflections      | Essay is in story telling mode.<br><br>Does not reflect at all.                                         |

| Mark              | 7 - 8                                                                  | 5 - 6                             | 3 - 4                                                                             | 1 – 2            |
|-------------------|------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------|------------------|
| <b>Conclusion</b> | Effective ending<br><br>Do make use of an unusually interesting ending | An attempt at an effective ending | Ending does not follow the requirements of explaining the conclusion of the story | Very weak ending |
| Mark              | 7- 8                                                                   | 5 - 6                             | 3 - 4                                                                             | 1 – 2            |

**TOTAL : 40**

## DESCRIPTIVE ESSAY

### Features of a DESCRIPTIVE ESSAY:

- Must create atmosphere
- Questions asking who, what, where, when and why should be answered
- Involve readers in experience a situation
- Create a picture in words
- Allow readers to imagine a scene by describing the place and people involved
- Descriptive words should try to evoke emotions
- Explain why the situation is taking place.
- Use images of sight, sound, hearing, taste and touch
- Use figures of speeches
- The essay may be subjective
- Will use emotive and figurative language to set the scene.

#### CHECKLIST FOR DESCRIPTIVE ESSAY:

| CRITERIA                                                                                         | YES | NO |
|--------------------------------------------------------------------------------------------------|-----|----|
| My essay creates a picture in words.                                                             |     |    |
| I have used images of sight, sound, hearing, taste and touch to make the description believable. |     |    |
| The reader can relate to these images.                                                           |     |    |
| Appealing to the senses enhances the images.                                                     |     |    |
| I have used figures of speech.                                                                   |     |    |
| I do have experience of the topic / I do have firsthand knowledge.                               |     |    |
| My use of emotive language engages the feelings of the reader.                                   |     |    |
| My use of figurative language is used to evoke an emotional response in the reader               |     |    |
| I did mention who is involved and where the events took place.                                   |     |    |
| I did explain what the situation is.                                                             |     |    |
| I did elaborate who is involved.                                                                 |     |    |

# GRADE 9

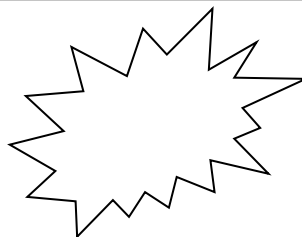
## Descriptive Essay Rubric

### (Painting a picture with words)

✿ Encircle the relevant mark allocated to accumulate the mark out of 40

| Categories                                                                               | 5                                                                                                                                              | 4 3                                                                                                                                                                     | 2                                                                                                                                            | 1                                                                                                                 |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <i>Correctness of format and appropriate length</i>                                      | <i>Total adherence to format. Correct length</i>                                                                                               | <i>Good adherence to format. Appropriate length</i>                                                                                                                     | <i>Partial adherence to format. Inappropriate length</i>                                                                                     | <i>Very limited adherence to format. Far too long or much too short</i>                                           |
|                                                                                          | 10 9                                                                                                                                           | 8 7 6                                                                                                                                                                   | 5 4 3                                                                                                                                        | 2 1                                                                                                               |
| <i>Correct structure, tone, style, register, spelling, punctuation. Use of language.</i> | <i>Fully appropriate structure &amp; tone. Integrated variation of sentence types. Clear and good use of English language with few errors.</i> | <i>Predominantly appropriate structure and tone. Complete sentences with mostly correct use of grammar, punctuation and spelling. Variation of sentence types used.</i> | <i>Partially inappropriate structure and tone. Incomplete, rambling sentences. A number of grammatical, spelling and punctuation errors.</i> | <i>Completely inappropriate structure &amp; tone. Weak sentence structure, spelling, grammar and punctuation.</i> |
|                                                                                          | 15 14 13                                                                                                                                       | 12 11 10 9                                                                                                                                                              | 8 7 6 5                                                                                                                                      | 4 3 2 1                                                                                                           |
| <i>Descriptions</i>                                                                      | <i>Excellent! Can "see" the picture painted with a huge variety of adjectives and adverbs</i>                                                  | <i>Good descriptions Quite a few adjectives and adverbs to describe people/actions</i>                                                                                  | <i>Average usage of descriptive words Tried Not successful</i>                                                                               | <i>Very poor No effective descriptions No adjectives/ adverbs used</i>                                            |
|                                                                                          | 10 9                                                                                                                                           | 8 7 6                                                                                                                                                                   | 5 4 3                                                                                                                                        | 2 1                                                                                                               |
| <i>Adherence to topic</i>                                                                | <i>Total adherence to topic. Achieves purpose successfully.</i>                                                                                | <i>Adheres largely to the topic. Achieves purpose.</i>                                                                                                                  | <i>Mentions the topic, but doesn't successfully achieve purpose.</i>                                                                         | <i>Only slight reference to the topic, but doesn't achieve purpose at all.</i>                                    |

**Total** = /40 =



## ARGUMENTATIVE ESSAY

An argumentative essay presents an argument **for or against** something (e.g. Why I believe that women are stronger than men) (CAPS Grades 7-9 pg. 40)

**An argumentative essay consists of four (4) parts.**

- ✓ **Claim** – It is the main argument
- ✓ **Counterclaim** – It is the opposite/opposing of the argument
- ✓ **Reason** – It tells why the claim/ main argument is made
- ✓ **Evidence** – Supports the reason

### FEATURES OF AN ARGUMENTATIVE ESSAY

- Show a specific opinion/viewpoint and argue to defend / motivate a position.
- Sustain view clearly throughout
- Try to convince the reader to share his/her point of view subjectively.
- Give a range of arguments to support and substantiate view
- Focus on points for OR against a statement
- Express subjectively and strong opinion
- Use emotive language
- Use a variety of rhetorical devices and persuasive techniques
- Conclude with a strong, clear and convincing statement reflecting the writer's opinion.

### Points to remember

- Start the introduction with a sentence that gets the reader interested in the topic.
- Include Background. Providing readers with background on the topic allows them to better understand the issue being presented.
- State the opinion/view. The opinion/view is the essence of an argumentative essay.
- Create a clear, firm and debatable essay
- Do effective and thorough research on the topic.
- Incorporate logos, pathos, and ethos.

### A basic format for an ARGUMENTATIVE ESSAY

#### INTRODUCTION:

The introductory paragraph of this essay is where the topic should be reviewed, setting the context for what is to come. Next is to explain to the reader why the topic has been chosen and why they should care about it. The final portion of the introductory paragraph should contain a statement on the learner's position. The wording chosen for the final sentence should showcase a smooth transition into the next paragraph. This keeps the thought processes logical, and ties up ideas.

#### BODY:

**PARAGRAPH 1 :**

Each of the paragraphs in the body should focus on the discussion of one single idea. State the evidence available that supports the idea in the paragraph as well. By progressing in this fashion, the essay will flow with direction and clarity all the way through.

**PARAGRAPH 2 :**

The second point of the argument will be stated in this paragraph, along with the evidence that have been collected during the research.

**PARAGRAPH 3 :**

The third point and evidence goes into this paragraph. If there are more points that need to make in order to ensure that readers fully understand the writer's position, use a separate paragraph for each one. One will also need to dedicate a paragraph or two to explain and discuss the varying conflicting points of view to the writer.

**CONCLUSION:**

No new information should be included in the conclusion. The conclusion is meant to pull everything together by synthesizing all of the information that have been presented throughout the essay. Keep in mind that the conclusion is the last part of the essay that the audience will be left with, so state why the topic is important, go over the main points and review the opinions/viewpoints and statements

**Adapted**

from: [https://www.google.com/search?rlz=1C2AVNC\\_enZA796ZA796&source=hp&ei=q8uAXJ6QMYL2kwWw5qLYAg&q=features+of+an+argumentative+essay](https://www.google.com/search?rlz=1C2AVNC_enZA796ZA796&source=hp&ei=q8uAXJ6QMYL2kwWw5qLYAg&q=features+of+an+argumentative+essay)



Pick an essay topic that is important to you. State your opinion clearly, giving your reasons with two to three supporting facts. Use this plan to prepare the content of your essay.

### ARGUMENTATIVE WRITING FRAME

#### ESSAY TOPIC

.....  
 .....  
 .....  
 .....

#### WHAT IS YOUR OPINION ON THIS TOPIC ? .....

.....  
 .....  
 .....  
 .....

#### REASON 1

.....  
 .....  
 .....  
 .....

#### WHY? SUPPORT YOUR REASON

.....  
 .....  
 .....  
 .....

#### REASON 2

.....  
 .....  
 .....  
 .....

#### WHY? SUPPORT YOUR REASON

.....  
 .....  
 .....  
 .....

#### REASON 3

.....  
 .....  
 .....  
 .....

#### WHY? SUPPORT YOUR REASON

.....  
 .....  
 .....  
 .....

#### CONCLUSION:

**ARGUMENTATIVE ESSAY FRAME:** ADAPTED FROM <http://www.creativewriting-prompts.com/support-files/persuasivewritingplan>**CHECKLIST FOR ARGUMENTATIVE ESSAY**

| <b>INTRODUCTION:</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>YES</b> | <b>NO</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| <p>*Does the first sentence grab readers' attention?</p> <p>*Does the first paragraph provide a general overview of the essay's topic?</p> <p>*Does the first paragraph include a proposal statement that strongly and clearly State your point of view?</p> <p>*Does the idea clue readers in as to what the essay is going to be about?</p>                                                                                  |            |           |
| <p><b>BODY:</b></p> <p>*Does the body contain a total of at least three points that support the argument?</p> <p>*Does the body provide details to further explain each of the supporting points?</p> <p>*Are the supporting points presented in order from weakest to strongest?</p> <p>*Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change your point of view?</p> |            |           |
| <p><b>CONCLUSION:</b></p> <p>*Does the last paragraph remind readers of the main points of the essay, without going into <i>too</i> much detail and repeating everything readers just read?</p> <p>*Is the conclusion free of new information (such as another supporting point)?</p>                                                                                                                                          |            |           |

|                                                                                                                                                                                                                                                                                                              |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| *Does the last sentence leave readers with a strong final impression?                                                                                                                                                                                                                                        |  |  |
| <b>GENERAL:</b><br><br>*Does one idea flow smoothly into the next?<br><br>*Do the sentence structures and lengths vary?<br><br>*Does every sentence relate to the proposal?<br><br>*Does everything make sense?<br><br>*Is the essay convincing?<br><br>*Are the grammar, punctuation, and spelling correct? |  |  |
|                                                                                                                                                                                                                                                                                                              |  |  |

## Rubric for an ARGUMENTATIVE ESSAY GRADE 9

| CRITERIA                                                                                                       |                                                                                                                                                                                            |                                                                                                                                                                                   |                                                                                                                                                               |                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTRODUCTION</b><br>Background/<br>History<br>Define the<br>Problem<br>argument<br>Statement<br><b>(10)</b> | Well-developed<br>introductory<br>paragraph<br>contains detailed<br>background<br>information, a<br>clear explanation<br>or definition of<br>the problem, and<br>an argument<br>Statement. | Introductory<br>paragraph contains<br>some background<br>information and<br>states the problem,<br>but does not explain<br>using details. States<br>the argument of the<br>essay. | Introduction states<br>the proposal but<br>does not<br>adequately explain<br>the background of<br>the problem. The<br>problem is stated,<br>but lacks detail. | Proposal and/or<br>problem is vague<br>or unclear.<br>Background<br>details are a<br>seemingly<br>random collection<br>of information,<br>unclear, or not<br>related to the<br>topic. |
| <b>Mark</b>                                                                                                    | <b>8 - 10</b>                                                                                                                                                                              | <b>5 – 7</b>                                                                                                                                                                      | <b>3 - 4</b>                                                                                                                                                  | <b>1 – 2</b>                                                                                                                                                                          |
| <b>MAIN POINTS</b><br>Body<br>Paragraphs<br><b>(20)</b>                                                        | Three or more<br>main points are<br>well developed<br>with supporting<br>details..                                                                                                         | Three or more main<br>points are present<br>but may lack detail<br>and development in<br>one or two.                                                                              | Three or more<br>main points, but<br>all lack<br>development.                                                                                                 | Less than three<br>main points, with<br>poor<br>development of<br>ideas.                                                                                                              |
| <b>Mark</b>                                                                                                    | <b>17 - 20</b>                                                                                                                                                                             | <b>13 – 16</b>                                                                                                                                                                    | <b>9 - 12</b>                                                                                                                                                 | <b>1 – 8</b>                                                                                                                                                                          |
| <b>Language<br/>structures,<br/>punctuation<br/>and spelling</b><br><b>(5)</b>                                 | Sentence<br>structure,<br>punctuation and<br>spelling are<br>correct.                                                                                                                      | Sentence structure is<br>generally correct.<br>Some awkward<br>sentences do appear.<br>There are one or two<br>punctuation errors<br>and/or spelling.                             | Essay contains<br>structural<br>weaknesses and<br>grammatical<br>errors. There are<br>three or four<br>errors in<br>punctuation<br>and/or spelling            | Essay contains<br>multiple incorrect<br>sentence<br>structures. There<br>are four or more<br>errors in<br>punctuation<br>and/or spelling                                              |
| <b>Mark</b>                                                                                                    | <b>4 - 5</b>                                                                                                                                                                               | <b>3</b>                                                                                                                                                                          | <b>2</b>                                                                                                                                                      | <b>1</b>                                                                                                                                                                              |
| <b>Conclusion</b><br><b>(5)</b>                                                                                | Conclusion<br>summarizes the<br>main topics<br>without repeating<br>previous<br>sentences;<br>writer's opinions                                                                            | Conclusion<br>summarizes main<br>topics. Some<br>suggestions for<br>change are evident.                                                                                           | Conclusion<br>summarizes main<br>topics, but is<br>repetitive. No<br>suggestions for<br>change and/or<br>opinions are                                         | Conclusion does<br>not adequately<br>summarize the<br>main points. No<br>suggestions for<br>change or<br>opinions are                                                                 |

|             |                                                              |              |           |           |
|-------------|--------------------------------------------------------------|--------------|-----------|-----------|
|             | and suggestions for change are logical and well thought out. |              | included. | included. |
| <b>Mark</b> | <b>5</b>                                                     | <b>3 – 4</b> | <b>2</b>  | <b>1</b>  |

**TOTAL : 40**

# GRADE 9 ONLY

Kindly print these **Grade 9 ESSAY Rubrics**

2 pages per A4 page

so that the whole rubric appears

on a single page...

*Which makes it more user-friendly!*

**THANK YOU!**

Rubric for a **NARRATIVE ESSAY**Adjusted for Grade **9** only (2023-2024)

| <b>Criteria</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Planning, coherence, introduction and conclusion</b> | <b>Thorough</b> planning. <b>Effective</b> introduction and conclusion                                                                                                                                                                                                                                                                                                            | Planning <b>evident</b> . Introduction and conclusion <b>adequate</b> for the task.                                                                                                                                                                                                                                                              | Some evidence of planning. <b>Ineffective</b> introduction, <b>weak</b> conclusion.                                                                                                                                                                                        | <b>Weak</b> planning. <b>Very weak</b> introduction and conclusion                                                                                                                                                                                                                                                                              |
|                                                         | <b>7 - 8</b>                                                                                                                                                                                                                                                                                                                                                                      | <b>5 - 6</b>                                                                                                                                                                                                                                                                                                                                     | <b>3 - 4</b>                                                                                                                                                                                                                                                               | <b>1 - 2</b>                                                                                                                                                                                                                                                                                                                                    |
|                                                         |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                 |
| <b>Topic/Content</b>                                    | <b>Thorough</b> understanding of the topic.<br><br>Story line is convincing.                                                                                                                                                                                                                                                                                                      | <b>Some</b> understanding of the topic                                                                                                                                                                                                                                                                                                           | <b>Limited</b> understanding of the topic                                                                                                                                                                                                                                  | <b>Incorrect</b> understanding of the topic.<br><br>Story line is <b>not convincing</b> .                                                                                                                                                                                                                                                       |
|                                                         | <b>7 - 8</b>                                                                                                                                                                                                                                                                                                                                                                      | <b>5 - 6</b>                                                                                                                                                                                                                                                                                                                                     | <b>3 - 4</b>                                                                                                                                                                                                                                                               | <b>1 - 2</b>                                                                                                                                                                                                                                                                                                                                    |
|                                                         |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                 |
| <b>Features of the Narrative Essay</b>                  | All sentences are in the <b>past tense</b><br><br>Very effective use of <b>direct speech</b><br><br><b>Detailed and very believable descriptions</b> evoke a response in the reader<br><br><b>Correct use of action verbs</b> that contributed to the story<br><br><b>Original use of Figurative language</b><br><br><b>Very effective use of tension</b> that leads to the built | Half of the sentences are in the past tense<br><br>Use of <b>direct speech</b> started to bring his characters to life<br><br><b>Some descriptions</b> evoke a response in the reader<br><br><b>Some use of Action verbs</b><br><br><b>Used Figurative language</b> but not very effectively<br><br><b>Tension increases</b> as problem develops | Very little correct use of the past tense<br><br>Very little use of <b>direct speech</b><br><br><b>Very little detailed descriptions</b><br><br><b>Very little action verbs</b> being used<br><br><b>Very little use of Figurative language</b><br><br>Very little tension | Show no understanding of past tense<br><br>Use of <b>direct speech</b> did not brought his characters to life<br><br><b>Descriptions</b> did not evoke a response in the reader<br><br><b>Action verbs</b> did not increase tension<br><br><b>Figurative language</b> did not help to evoke an emotive response in the reader <b>No Tension</b> |
|                                                         |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                 |

|                                 |                                                                                                                                                       |                                                                                                               |                                                                                                                         |                                                                                                                |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                 | <b>up of a climax</b>                                                                                                                                 |                                                                                                               |                                                                                                                         |                                                                                                                |
|                                 | <b>7 - 8</b>                                                                                                                                          | <b>5 – 6</b>                                                                                                  | <b>3 - 4</b>                                                                                                            | <b>1 – 2</b>                                                                                                   |
|                                 |                                                                                                                                                       |                                                                                                               |                                                                                                                         |                                                                                                                |
| <b>Language usage</b>           | No <b>mistakes</b> or so few that they <b>do not detract from the meaning.</b><br><br>Did use plenty of verbs and adjectives effectively to describe. | <b>Mistakes</b> that <b>detract from the meaning.</b><br><br>Verbs and adjectives to describe are being used. | <b>Many mistakes</b> that make the meaning difficult to follow.<br><br>Very few use of verbs and adjectives to describe | <b>Mistakes that make the meaning difficult to follow.</b><br><br>Only one verb and one adjectives to describe |
|                                 | <b>7 - 8</b>                                                                                                                                          | <b>5 – 6</b>                                                                                                  | <b>3 - 4</b>                                                                                                            | <b>1 – 2</b>                                                                                                   |
|                                 |                                                                                                                                                       |                                                                                                               |                                                                                                                         |                                                                                                                |
| <b>Spelling and punctuation</b> | <b>Correct</b> spelling and punctuation<br><br><b>Wide range</b> of vocabulary                                                                        | <b>Few</b> spelling and punctuation mistakes<br><br><b>Fairly wide</b> range of vocabulary                    | <b>Some</b> spelling and punctuation mistakes<br><br><b>Adequate vocabulary</b>                                         | <b>Poor</b> spelling and punctuation<br><br><b>Limited</b> vocabulary                                          |
|                                 | <b>7 - 8</b>                                                                                                                                          | <b>5 – 6</b>                                                                                                  | <b>3 - 4</b>                                                                                                            | <b>1 – 2</b>                                                                                                   |
|                                 |                                                                                                                                                       |                                                                                                               |                                                                                                                         |                                                                                                                |

TOTAL = /40

Rubric for a **DESCRIPTIVE ESSAY**Adjusted for Grade **9** only (2023-2024)

| <b>Criteria</b>                                         |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Planning, coherence, introduction and conclusion</b> | <b>Thorough</b> planning. <b>Effective</b> introduction and conclusion                                                                                                                                                                                               | Planning <b>evident</b> . Introduction and conclusion <b>adequate</b> for the task.                                                                                                                                                                                                                                   | Some evidence of planning. <b>Ineffective</b> introduction, <b>weak</b> conclusion.                                                                                                                                                                                                    | <b>Weak</b> planning. <b>Very weak</b> introduction and conclusion                                                                                                                                                                                                                     |
|                                                         | <b>7 - 8</b>                                                                                                                                                                                                                                                         | <b>5 - 6</b>                                                                                                                                                                                                                                                                                                          | <b>3 - 4</b>                                                                                                                                                                                                                                                                           | <b>1 - 2</b>                                                                                                                                                                                                                                                                           |
|                                                         |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                        |
| <b>Topic/Content</b>                                    | <b>Thorough</b> understanding of the topic.<br><br>Story line is convincing.                                                                                                                                                                                         | <b>Some</b> understanding of the topic                                                                                                                                                                                                                                                                                | <b>Limited</b> understanding of the topic                                                                                                                                                                                                                                              | <b>Incorrect</b> understanding of the topic.<br><br>Story line is <b>not convincing</b> .                                                                                                                                                                                              |
|                                                         | <b>7 - 8</b>                                                                                                                                                                                                                                                         | <b>5 - 6</b>                                                                                                                                                                                                                                                                                                          | <b>3 - 4</b>                                                                                                                                                                                                                                                                           | <b>1 - 2</b>                                                                                                                                                                                                                                                                           |
|                                                         |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                        |
| <b>Features of the Descriptive Essay</b>                | The essay creates an <b>exact picture</b> in words<br><br>The learner used <b>images of senses</b> (sight, hearing, taste & touch)<br><br><b>Figures of speech</b> was used<br><br><b>Emotive</b> language adds effect<br><br><b>Descriptive words</b> evoke emotion | The essay creates an <b>acceptable picture</b> in words<br><br>The learner used <b>some images of senses</b> (sight, hearing, taste & touch)<br><br><b>Figures of speech</b> was used, but not always in an appropriate way<br><br><b>Emotive</b> language contributes to effect<br><br><b>Descriptive words</b> used | The essay creates a vague <b>picture</b> in words<br><br>The learner did not attempt to use <b>images of senses</b> (sight, hearing, taste & touch)<br><br><b>Figures of speech</b> are absent<br><br><b>Emotive</b> language not added<br><br>Minimal use of <b>descriptive words</b> | The essay creates <b>no picture</b> in words<br><br>The learner did not use <b>images of senses</b> (sight, hearing, taste & touch) at all<br><br><b>Figures of speech</b> are absent<br><br><b>No evidence of any motive</b> language<br><br>No usage of any <b>descriptive words</b> |
|                                                         | <b>7 - 8</b>                                                                                                                                                                                                                                                         | <b>5 - 6</b>                                                                                                                                                                                                                                                                                                          | <b>3 - 4</b>                                                                                                                                                                                                                                                                           | <b>1 - 2</b>                                                                                                                                                                                                                                                                           |

| <b>Language usage</b>           | No <b>mistakes</b> or so few that they <b>do not detract from the meaning</b> .<br><br>Did use plenty of verbs and adjectives effectively to describe. | <b>Mistakes that detract from the meaning.</b><br><br>Verbs and adjectives to describe are being used. | <b>Many mistakes</b> that make the meaning difficult to follow.<br><br>Very few use of verbs and adjectives to describe | <b>Mistakes that make the meaning difficult to follow.</b><br><br>Only one verb and one adjectives to describe |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                 | <b>7 - 8</b>                                                                                                                                           | <b>5 - 6</b>                                                                                           | <b>3 - 4</b>                                                                                                            | <b>1 - 2</b>                                                                                                   |
|                                 |                                                                                                                                                        |                                                                                                        |                                                                                                                         |                                                                                                                |
| <b>Spelling and punctuation</b> | <b>Correct</b> spelling and punctuation<br><br><b>Wide range</b> of vocabulary                                                                         | <b>Few</b> spelling and punctuation mistakes<br><br><b>Fairly wide</b> range of vocabulary             | <b>Some</b> spelling and punctuation mistakes<br><br><b>Adequate vocabulary</b>                                         | <b>Poor</b> spelling and punctuation<br><br><b>Limited</b> vocabulary                                          |
|                                 | <b>7 - 8</b>                                                                                                                                           | <b>5 - 6</b>                                                                                           | <b>3 - 4</b>                                                                                                            | <b>1 - 2</b>                                                                                                   |
|                                 |                                                                                                                                                        |                                                                                                        |                                                                                                                         |                                                                                                                |

TOTAL = /40

Rubric for an **ARGUMENTATIVE ESSAY**Adjusted for Grade **9** only (2023-2024)

| <b>CRITERIA</b>                                                                                 | <b>8-10</b>                                                                                                                                                                      | <b>5-6</b>                                                                                                                                                                             | <b>3-4</b>                                                                                                                                              | <b>1-2</b>                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mark</b>                                                                                     |                                                                                                                                                                                  |                                                                                                                                                                                        |                                                                                                                                                         |                                                                                                                                                                               |
| <b>INTRODUCTION</b><br>Background/<br>History<br>Define the<br>Problem<br>argument<br>Statement | Well-developed introductory paragraph contains <b>detailed background information</b> , a <b>clear explanation or definition</b> of the problem, and an argumentative statement. | Introductory paragraph contains <b>some background information</b> and states the problem, but does <b>not explain using details</b> .<br><br><b>States the argument</b> of the essay. | Introduction states the proposal but <b>does not adequately explain</b> the background of the problem. The problem is stated, but <b>lacks detail</b> . | Proposal and/or problem is <b>vague or unclear</b> . Background details are a <b>seemingly random collection</b> of information, unclear, or <b>not related</b> to the topic. |
| <b>Mark</b>                                                                                     | <b>17-20</b>                                                                                                                                                                     | <b>13-16</b>                                                                                                                                                                           | <b>9-12</b>                                                                                                                                             | <b>1 – 8</b>                                                                                                                                                                  |
| <b>MAIN POINTS</b><br>Body<br>Paragraphs                                                        | <b>Three or more main points</b> are well developed with supporting details.                                                                                                     | Three or more main points are present but may <b>lack detail and development</b> in one or two.                                                                                        | Three or more main points, <b>but all lack development</b> .                                                                                            | <b>Less than three</b> main points, with <b>poor development</b> of ideas.                                                                                                    |
| <b>Mark</b>                                                                                     | <b>4 – 5</b>                                                                                                                                                                     | <b>3</b>                                                                                                                                                                               | <b>2</b>                                                                                                                                                | <b>1</b>                                                                                                                                                                      |
| <b>LANGUAGE STRUCTURES, PUNCTUATION AND SPELLING</b>                                            | Sentence structure, punctuation and spelling <b>are correct</b> .                                                                                                                | Sentence structure is <b>generally correct</b> . Some <b>awkward</b> sentences do appear. There are one or two <b>punctuation errors</b> and/or spelling.                              | Essay contains <b>structural weaknesses</b> and grammatical errors. There are <b>three or four errors</b> in punctuation and/or spelling                | Essay contains <b>multiple incorrect sentence structures</b> . There are <b>four or more errors</b> in punctuation and/or spelling                                            |

| Mark              | 4 – 5                                                                                                                                                                            | 3                                                                                         | 2                                                                                                                            | 1                                                                                                                           |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>CONCLUSION</b> | Conclusion <b>summarizes</b> the main topics <b>without repeating</b> previous sentences; writer's opinions and suggestions for change are <b>logical and well thought out</b> . | Conclusion <b>summarizes</b> main topics. <b>Some</b> suggestions for change are evident. | Conclusion summarizes main topics, but is <b>repetitive</b> . <b>No suggestions for change</b> and/or opinions are included. | <b>Conclusion does not adequately summarize</b> the main points. <b>No suggestions for change</b> or opinions are included. |

TOTAL = /40

Rubric for a **REFLECTIVE ESSAY**Adjusted for Grade **9** only (2023-2024)

| <b>CRITERIA</b>            |                                                                                                                                                |                                                                                                                                  |                                                                                                            |                                                                                                                 |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>TOPIC</b>               | <b>Thorough</b> understanding of the topic.<br><br>Story line is convincing.                                                                   | Some understanding of the topic                                                                                                  | Limited understanding of the topic                                                                         | <b>Incorrect understanding</b> of the topic.<br><br>Story line is not convincing.                               |
| <b>Mark</b>                | <b>7 - 8</b>                                                                                                                                   | <b>5 - 6</b>                                                                                                                     | <b>3 - 4</b>                                                                                               | <b>1 - 2</b>                                                                                                    |
| <b>PLANNING</b>            | <b>Thorough</b> planning                                                                                                                       | A <b>good attempt</b> at planning                                                                                                | An attempt at planning, <b>but not successful</b>                                                          | <b>Weak or No planning</b>                                                                                      |
| <b>Mark</b>                | <b>7 - 8</b>                                                                                                                                   | <b>5 - 6</b>                                                                                                                     | <b>3 - 4</b>                                                                                               | <b>1 - 2</b>                                                                                                    |
| <b>PROCESS WRITING</b>     | <b>Very effective</b> use of the drafting end editing process, making a lot of corrections and improvements                                    | <b>Quite effective</b> use of the drafting end editing process, picking up a lot but not all corrections and improvements        | <b>Very limited</b> use of the drafting end editing process, leaving a lot of corrections and improvements | <b>Limited or no use</b> of the drafting end editing process, missing most corrections and improvements         |
| <b>Mark</b>                | <b>7 - 8</b>                                                                                                                                   | <b>5 - 6</b>                                                                                                                     | <b>3 - 4</b>                                                                                               | <b>1 - 2</b>                                                                                                    |
| <b>LANGUAGE USAGE</b>      | <b>No mistakes or so few</b> that they do not detract from the meaning.<br><br>Did use plenty of verbs and adjectives effectively to describe. | <b>Few mistakes</b> , but they do not detract from the meaning.<br><br>Did use some verbs and adjectives effectively to describe | <b>Mistakes that detract</b> from the meaning.<br><br>Verbs and adjectives to describe are being used      | Mistakes that make the <b>meaning difficult to follow</b> .<br><br>Only one verb and one adjectives to describe |
| <b>Mark</b>                | <b>7 - 8</b>                                                                                                                                   | <b>5 - 6</b>                                                                                                                     | <b>3 - 4</b>                                                                                               | <b>1 - 2</b>                                                                                                    |
| <b>REFLECTIVE FEATURES</b> | <b>Did present</b> the writer's views, ideas, thoughts and feelings. Indicate                                                                  | Give <b>emotional reactions</b> and feelings.<br><br>Does reflect                                                                | Express <b>very little</b> ideas, thoughts or feelings. Very little evidence of their                      | Essay is in story telling mode.<br><br><b>Does not reflect</b>                                                  |

|                   |                                                                               |                                          |                                                                                          |                         |
|-------------------|-------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------|-------------------------|
|                   | <b>very strongly</b> how he feels about it.                                   | <b>subjectively.</b>                     | own reflections                                                                          | <b>at all.</b>          |
| <b>Mark</b>       | <b>7 - 8</b>                                                                  | <b>5 – 6</b>                             | <b>3 – 4</b>                                                                             | <b>1 – 2</b>            |
| <b>CONCLUSION</b> | Effective ending<br><br>Do make use of an <b>unusually interesting ending</b> | An <b>attempt</b> at an effective ending | Ending <b>does not</b> follow the requirements of explaining the conclusion of the story | <b>Very weak ending</b> |
| <b>Mark</b>       | <b>7- 8</b>                                                                   | <b>5 – 6</b>                             | <b>3 - 4</b>                                                                             | <b>1 – 2</b>            |

TOTAL = /40