Character Analysis Rubric

Teacher Name:		1 45
		100
Student Name:	Date:	

CATEGORY					Score
Topic / Idea Development	Character is well- defined and focus is clear from the first paragraph; thesis statement is crystal- clear and well- developed; details are tightly connected to topic sentences and topic sentences are tightly connected to thesis.	Character presentation is adequately defined; using appropriate supporting details: thesis statement is clear; details are connected to thesis statement; topic sentences are connected to thesis.	Character presentation is defined although is missing a few obvious details: few supporting details: topic sentences are loosely connected to thesis.	Character presentation is not clear; limited supporting details; some supporting details; topic sentences are not connected to thesis statement.	
	30 - 24	23 - 18	17 - 11	10 - 0	
Organization	Strong organization; well developed sentences and paragraphs including transitions; excellent introduction and conclusion; each body paragraph contains 5- 8 sentences. The student completes all directed requirements.	Has generally well formed sentences and paragraphs; introduction and conclusion are clear and supported; each body paragraph contains 5-8 sentences. The student completes most of the directed requirements.	Weak paragraph structure and organization; introduction and conclusion are present but not fully developed; body paragraphs are under 5-8 sentences. The student is missing many of the directed requirements	Little sense of organization; lacks sentence structure and paragraph development; introduction and conclusion are not evident. The directed requirements were not followed.	
	30 - 24	23 - 18	17 - 11	10 - 0	
Mechanics and Language Usage	No errors present in paper; accurate spelling, capitalization, punctuation, and usage; transitions present; sentence variety implemented with rich vocabulary; effective use of quotes.	Few (three or less) errors in spelling, capitalization, punctuation, and usage; some transitions and sentence variety; acceptable vocabulary; appropriate use of quotes.	More than three errors in spelling, capitalization, punctuation, and usage; some transitions are disproportionate to length and complexity; simplistic vocabulary; weak use of quotes.	Many errors in spelling, capitalization, punctuation, and usage; weak/inappropriate vocabulary; does not use quotes.	
	30 - 24	23 - 18	17 - 11	10 - 0	
Presentation	Neatly typed; carefully assembled; creative ideas are present; double spaced; followed format accurately; paragraphs.	Neatly presented; double spaced; followed proper format.	Presentation is legible; format and headings are somewhat evident.	Difficult to read; lacks proper headings and format.	-
	10-9	8-7	6-5	4 - 0	

Character Analysis Rubric Elementary

Summers, Eleanor M.

Character Analysis Rubric Elementary:

40 Rubrics & Checklists Adele Fiderer,1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout

Literature Response Forms Gr. 1-3, **Literature Response Forms Gr. 4-6**, **Canadian Book Reports for** Beginners Gr. 1-2 Summers, Eleanor M., 2014-03-01 This resource contains six sections Vocabulary Development Identifying Important Information Character Analysis Summarizing Sequencing Events Reasoning Critical Thinking and Creativity Design Each section begins with a Teacher's Notes page that will provide suggestions to help you to introduce the sections and to obtain the best results from your students One of the first steps for appropriate literacy development in young children is to provide meaningful activities that will prepare them for successful and enjoyable reading experiences Book reports allow the young reader to share their thoughts about the stories they have heard or have read themselves As well students need the opportunity to demonstrate their understanding of the materials Ready to Go! Book Reports Gr. 5-6 "Aligned to Commor Core Standards" Summers, Eleanor, Aligned to Common Core This resource contains six sections Vocabulary Development Identifying Important Information Character Analysis Summarizing Sequencing Events Reasoning Critical Thinking and Creativity Design Each section begins with a Teacher's Notes page that will provide suggestions to help you to introduce the sections and to obtain the best results from your students Students in the Junior Division have more developed reading skills and require meaningful activities that will promote successful and enjoyable reading experiences Book reports allow the young readers to share their thoughts about the stories they have heard or have read themselves As well students need the opportunity to demonstrate their understanding of the materials Better Book Reports Gr. 7-8 "Aligned to Commor Core Standards" Summers, Eleanor, 2014-11-20 Algined to Common Core This resource contains six sections Vocabulary Development Identifying Important Information Character Analysis Summarizing Sequencing Events Reasoning Critical Thinking and Creativity Design Each section begins with a Teacher's Notes page that will provide suggestions to help you to introduce the sections and to obtain the best results from your students Students in the Intermediate Division have more sophisticated reading skills and require purposeful and challenging activities that will promote successful and enjoyable reading experiences Book reports allow the young readers to share their thoughts about the stories they have heard or have read themselves As well students need the opportunity to demonstrate their understanding of the materials Canadian Better Book Reports Gr. 7-8 Summers, Eleanor M., 2014-03-01 This resource contains six sections Vocabulary Development Identifying Important Information Character Analysis Summarizing Sequencing Events Reasoning Critical Thinking and Creativity Design Each section begins with a Teacher's Notes page that will provide suggestions to help you to introduce the sections and to obtain the best results from your students Students in the Intermediate Division have more sophisticated reading skills and require purposeful and challenging activities that will

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their character analysis writing 2 How will the process of modeling by collaboratively writing a character analysis essay with students in class influence their writing character analysis essays Research Activities Context This research took place in an eighth grade English classroom in an agricultural community in northern California The class was comprised of 21 female students and 10 male students of various ability levels Eight focus students 5 female and 3 male were selected One of the male students was an EL student and one of the female students was RFEP Students were chosen from the Advanced to Basic range as determined by the California STAR test Methods and Data The intervention had two focuses developing precise trait vocabulary and developing strong assertions and support for use in a character analysis essay The entire intervention lasted approximately two months Throughout the intervention numerous activities were implemented to teach students trait vocabulary and effective ways to support a thesis statement These activities included generating a class based list of character traits supporting assertions with specific textual evidence engaging in a debate based on assertions and evidence creating a rubric for a character analysis essay discussing a teacher modeled essay and writing three separate character analysis essays Pre and post intervention achievement data consisted of students essay responses to a character analysis prompt in a timed 50 minute period Essays were analyzed for exactness and accuracy of trait words present in the writing and a well developed and supported thesis statement Students were also given self assessment surveys for pre and post intervention attitude data Observation data were gathered during and after intervention activities in a teacher research journal Results The results of the intervention showed significant student improvement Between the baseline and outcome achievement data sets the scores for thesis and support shifted markedly from Below Basic and Basic to Proficient and Advanced On the baseline data only fourteen students 46% in the target class scored Proficient or Advanced but on the outcome data twenty six students 84% scored in this range Fourteen of those twenty six 54% scored Advanced meaning that over half of the target class wrote essays containing well developed thesis statements that were supported by several textual references From baseline to outcome data the scores for students use of trait vocabulary also showed improvement On the baseline data no students scored Advanced and only five scored Proficient in the vocabulary category The rest of the students scored Basic or Below Basic On the outcome data however no students scored Basic or Below Basic instead scoring Proficient 9 students 29% and Advanced 22 students 71% The significant majority of the class scored Advanced meaning they used appropriate vocabulary and described the character they were analyzing through exact and accurate trait words Students indication of understanding both character analysis and thesis assertions and support also increased significantly from the baseline to outcome attitude data as well as student confidence levels for writing a character analysis essay For baseline data only 27% of students reported they were confident and no students reported very confident for outcome data 40% of students reported confident and an additional 24% reported very confident Findings indicate that focused instruction that sequences work on skills over time should be used to improve the use of precise character trait vocabulary and the ability to support

strong assertions in character analysis essays Grade Eighth Grade Research Methods Writing Samples Writing Assessment Survey Attitude Survey Concepts Observation Field Notes Student Work Curriculum Areas English Language Arts Writing Instructional Approaches Writing Response to Literature Writing Rubrics Modeling Writing Explicit Instruction

 $\underline{\text{Resources in Education}} \ , 1996 \qquad \textit{Reading and Writing Sourcebook} \ \ \text{Robert A. Pavlik,Richard G. Ramsey,} 2000 \ \ \text{Program designed for struggling readers and provides direct reading and writing instruction using high interest literature}$

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