

## Macomb ELA Genre Units: Focus Question Rubric

	<b>3 (complete)</b>	<b>2 (partial)</b>	<b>1 (minimal)</b>
<p><b><u>Traits:</u></b> <b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>▪ Answers the question.</li> <li>▪ Uses relevant details from text to support the answer.</li> <li>▪ Stays on topic.</li> </ul>	Develops a relevant answer with many details and examples.	Develops a relevant answer but has few details to support or explain the answer.	Answers the question with misinterpretation. Develops little or no relevance to the text or the question. Does not develop or connect ideas and content.
<p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>▪ Restates the question (beginning).</li> <li>▪ Provides details in support (middle).</li> <li>▪ Concludes (end).</li> </ul>	Restates the question in his/her own words. Provides details that support points. Writes a response in a logical sequence that makes connections.	Restates the question in the answer. Retells events in a somewhat disconnected structure.	Answers either “yes,” “no,” or “I agree” without reference to the question. Writes a response that lacks sequence.
<p><b><u>Style/Voice</u></b></p> <ul style="list-style-type: none"> <li>▪ Uses quotes to support.</li> <li>▪ Concludes with prediction of characters’ feelings, opinions, etc.</li> </ul>	Uses precise words. Uses quotations effectively. Develops a conclusion that engages the reader.	Uses a basic vocabulary. May use quotations, but reference is unclear. Develops a partially successful conclusion.	Uses a limited vocabulary. Does not use quotations. Develops a conclusion that is ineffective or does not exist.
<p><b><u>Conventions/Presentation</u></b></p> <ul style="list-style-type: none"> <li>▪ Writes neatly.</li> <li>▪ Uses proper conventions</li> </ul>	Presentation makes the writing inviting. Shows control over conventions.	Writing is readable. Includes errors in conventions that do not distract from meaning.	Writing may not be legible. Includes errors in conventions that distract from meaning.

Appendix #6d

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