

## Macomb ELA Genre Units: Focus Question Rubric

	3 (complete)	2 (partial)	1 (minimal)
<b><u>Traits:</u></b> <u>Content</u> <ul style="list-style-type: none"> <li>▪ Answers question</li> <li>▪ Uses relevant details from text to support answer</li> <li>▪ Stays on topic</li> </ul>	Answer is relevant with many details and examples.	Answer is relevant but has few details to support or explain the answer.	Answers question with misinterpretation. Little or no relevance to text or question. Ideas and content are not developed or connected.
<u>Organization</u> <ul style="list-style-type: none"> <li>▪ Restatement (Beginning)</li> <li>▪ Details in support (Middle)</li> <li>▪ Conclusion (End)</li> </ul>	Student restates the question in his/her own words. Details support point. Response is written in a logical sequence that makes connections.	Student restates the question in the answer. Events are retold in a somewhat disconnected structure.	Students answer either “yes,” “no,” or “I agree” without reference to the question. Writing lacks sequence.
<u>Style/Voice</u> <ul style="list-style-type: none"> <li>▪ Uses quotes to support,</li> <li>▪ Concludes with prediction characters feelings, opinions, etc...</li> </ul>	Word choice is precise. Uses quotes effectively. Conclusion engages the reader.	Vocabulary is basic. May use quotations, but reference is unclear. Conclusion is partially successful.	Vocabulary is limited. Quotations are not used. The conclusion is ineffective or does not exist.
<u>Conventions/Presentation</u> <ul style="list-style-type: none"> <li>▪ Writing is neat.</li> <li>▪ Uses proper conventions</li> </ul>	Presentation makes the writing inviting. Writing shows control over conventions.	Writing is readable. Errors in conventions do not distract from meaning.	Writing may not be legible. Errors in conventions distract from meaning.