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| **Scoring Criteria** | **exemplary** | **proficient** | **emerging** |
| **IDEA** | Establishes clear, focused idea | Idea is unclear and lacks focus | Lacks a controlling idea |
| Develops topic with relevant details, personal examples | Develops topic with adequate details & examples | Fails to develop topic since details & examples are lacking |
| Uses insightful commentary to analyze humor | Uses sufficient commentary to analyze humor | Doesn’t provide commentary or analysis |
| **STRUCTURE** | Uses a well-chosen organizational structure that progresses smoothly to connect ideas | Uses an organizational structure that progresses logically to connect ideas | Has little or no obvious organizational structure |
| Topic/ Thesis is cleverly stated at the beginning | Topic/Thesis is obviously stated at the beginning | Topic/Thesis is missing - or is confusing - at the beginning |
| Uses a variety of transitions | Uses standard transitions | Uses few or no transitions |
| Provides satisfying conclusion statement | Provides logical, obvious conclusion statement | Lacks a conclusion statement |
|  | Clear explanation + specific example of what makes writer laugh | Some mention of what makes writer laugh – 1 partial example | No clear explanation and ZERO specific examples of what makes writer laugh |
|  | Clear explanation + specific example of what DOESN’T make writer laugh | Some mention of what DOESN”T make writer laugh – 1 partial example | No clear explanation and ZERO specific examples of what DOES NOT make writer laugh |
|  | Describes how writer reacts to HUMOROUS writing | Mentions how writer reacts to HUMOROUS writing | Doesn’t include how writer reacts to humorous writing |
| **USE OF LANGUAGE** | Uses MORE than 2 comedic terms | Uses 2 comedic terms | Uses less than 2 comedic terms |
| Uses MORE than 2 verbals | Uses 2 verbals | Uses less than 2 verbals |
| Demonstrates command of conventions of standard English | Demonstrates adequate command of standard English conventions | Lacks command of conventions of standard English |
| **MLA format** | Excellent use of MLA formatting | Adequate use of MLA formatting | Incorrect use of MLA formatting |
| **USE OF TIME** | Turned in completed, correctly submitted to Google Classroom, this rubric turned into the basket, and on time | Turned in completed, correctly submitted to Google Classroom, this rubric turned into the basket, and on time | -Not turned in correctly to Google classroom  -Not turned in on time  -Rubric NOT turned into the basket |