

# PORTFOLIO

14.5/16 = 94

ML

## Rangeley Lakes Regional School Writing Rubric

### Purpose:

Does this piece of writing address the issue/topic/question thoroughly and maintain a consistent focus throughout the work?

4. A clearly stated thesis in the opening paragraph that addresses the issue/topic/question completely and a focus that is maintained throughout the work.
3. A stated thesis in the opening paragraph that addresses the issue/topic/question adequately and maintains a focus throughout the work.
2. A limited or partially developed thesis which does not completely address the question. The purpose is not fully achieved, or the stated purpose is unfulfilled.
1. Work contains no relevant thesis statement or clear purpose.

3.5

### Organization:

Do the paragraphs reflect an organization of ideas from an introduction to a conclusion? Is there a logical sequence of ideas and effective transitions?

4. Well-constructed opening and concluding paragraphs; body is logically organized.
3. Opening and concluding paragraphs are coherent and adequately target an organization of ideas.
2. The work has a recognizable but not effective introduction and conclusion, contains too many digressions, and/or lacks a logical progression of ideas; transitions are sometimes abrupt or unclear.
1. There is no real introduction to set up what follows, no real conclusion to wrap things up; transitions are missing or confusing; difficult for reader to stay with main point or storyline.

4

### Style:

Do the choices of words and the structure of the sentences help make the meaning clear and the flow of the reading natural, in a way that is appropriate to the audience and the writing task?

4. Purposeful sentence beginnings show how each sentence relates to and builds upon the one before it; sentences vary in length as well in structure; verbs are used effectively to energize the writing; nouns and modifiers are used precisely; the language is natural and idiomatically correct; clichés and jargon are used sparingly.
3. Sentences are sound and essentially effective, but are not varied in length or structure and are not well crafted to provide a natural flow for the reader; some sentences are stiff, awkward or choppy, and some word choices are artificial or inappropriate.
2. Sentence construction is inconsistent in its communication of ideas, though succeeds in providing enough coherent information for the reader to understand the material.
1. UNACCEPTABLE: Sentences are choppy, incomplete, awkward, or rambling; many sentences begin the same way and follow the same pattern; overuse of connectives creates a jumble of language in which clear sentence beginnings and endings get swallowed up; language is vague, redundant, and/or idiomatically incorrect; words are used incorrectly.

3.5

### Conventions:

Is the piece correct in terms of grammar, usage, punctuation, capitalization and spelling?

4. Strong: Grammar, usage, punctuation, capitalization and spelling are correct.
3. Good: There are occasional problems with grammar, usage, punctuation and spelling but these are not serious enough to distort meaning.
2. Average: Problems with grammar, usage, punctuation and spelling begin to distort reader comprehension.
1. Unacceptable: Errors in grammar or usage are very noticeable; punctuation is often missing or incorrect; spelling errors are frequent.

3.5



Mya Laliberte

Straub

Humanities I

10/29/18

Oh, Sister, Lend Me a Dime.

The Coen Brothers' film *O Brother, Where Art Thou?* is an accurate retelling of Homer's story *The Odyssey*. The overall journey the main characters<sup>take</sup> in the movie and the story, Everett and Odysseus, are going on are very similar. The message the movie is trying to get across, similar to the story, is shown by the Coen brothers using characters from *The Odyssey*, gender stereotypes, and the importance of social classes, and using pastiche to create a story inspired by *The Odyssey*. This is done while relating to American culture during The Great Depression.

*Present tense.*

The Coen Brothers used character traits of main characters of *The Odyssey* to create characters for the movie. The main character of the movie, Everett is inspired by Odysseus from *The Odyssey*. Both characters are witty, smart, cunning, and brave. Both characters are on a journey home to find their wives, hoping <sup>who?</sup> they have not found someone new. Everett wants to get back to his wife Penny, before she marries a new man. Odysseus is trying to journey back to his home to find his wife Penelope, before she chooses a suitor. Some of the characters Everett meets on his journey home are similar to those that Odysseus meets. The main aspects of *The Odyssey* that form the story are kept in the movie through these characters' similarities. *Transition?*

*The Odyssey* displays many gender stereotypes about expectations for men and women. In the story the men, such as Odysseus, are expected to be brave and tough leaders. The women of *The Odyssey* are displayed as delicate and they assist the men. The film is based in a different time period, but the Coen Brothers represented gender stereotypes still present during the great



depression. In the movie the majority of powerful characters are men. The men running for governor are rich and powerful men. The sheriff is a man, with power to arrest them. The bible salesman is a powerful man. The amount of important male characters outweighs that of females in the movie. The women in the story are <sup>we</sup> shown as a powerful man's prize. Everett's goal is to go back home after escaping from jail and get his wife back. Everett expects she will be there with their daughters waiting for him, and he <sup>DOES</sup> can not expect <sup>FOR HER TO HAVE</sup> she has found someone new. But he is notified she has found a suitor, which is the reason why he escaped jail in the first place. P

Although the film and story are based in different times, gender inequality has always been present as the Coen Brothers showed. <sup>we</sup>

In *The Odyssey* it is clear wealth and class give <sup>Subj.-V. agreement</sup> you power. Odysseus is a wealthy, powerful man. People look up to him, and through the story that wealth helped him. Although in the movie Everett is not wealthy, the importance of social class is still <sup>we</sup> shown. In the movie the need for money and power drives Everett and his friends to leave jail. The men running for governor in the movie use their power, influence, and wealth to get what they want. The movie takes place <sup>we</sup> in the great depression so many people are left without money. It is obvious in the movie that life is easy if you have money and power, separating high and low class. (Shown Show)!

*The Odyssey* is an overall accurate impression of the movie. Even though they are based at different times, the movie and story are in many ways the same. Overall, the Coen brothers use pastiche to relate an old story, *The Odyssey*, to a new story relating to american culture in the movie, *O Brother, Where Art Thou?*

Solid job.  
Organization and transition  
give your essay muscle.



# Peer Response Sheet

Writer: Mun

Reader: Summer

RECORD YOUR RESPONSES TO THE FOLLOWING QUESTIONS EITHER IN THE SPACES BELOW OR ON SEPARATE SHEET(S) OF PAPER.

Read the paper through once, rather quickly, without pausing to write comments. Then put the paper aside and answer the following questions without looking back. (If you can't answer the question, then write "I don't know.")

1. What single feature of the paper stands out to you as a reader?  
*The word choice and how she put all the paragraphs together.*
2. What do you think is the writer's main point?  
*That both movie and reading are similar*
3. Was there anything in the paper that seemed confusing to you? (If so, explain briefly).  
*In the introduction where it says over all journey.*

Now reread the paper, making any comments in the margins you feel would be helpful. Try to comment on development and organization of ideas: Do you understand the points the writer is trying to make? Do ideas seem well connected? **Remember, you are not being asked to evaluate the paper; you are being asked to respond to it with an eye toward helping the writer improve it.**

4. Underline the thesis statement. Is it clearly stated? If not, what seems confusing?  
*it is clear*
5. Is there any place where the writer needs to support an idea with more concrete detail or explanation? If so, where?
6. How well does the writer make transitions between his/her main ideas? Identify places that need better transitions.
7. List at least two ways in which the essay could be improved.
8. List at least two things you like about the paper.
9. What would you like to know more about? What questions do you still have?
10. Ask of the essay "so what?" after you finish reading. Write a sentence or two paraphrasing the point of the paper, answering the question, "in what way(s) is this interesting, surprising, intriguing, etc.?" If the paper lacks a "so what," point that out and discuss the possibilities.



Mya Laliberte

Straub

Humanities I

10/19/18

little confusing maybe word differently

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