**SHORT STORY UNIT**

**SUMMATIVE ASSESSMENT: TWO-CHUNK PARAGRAPH**

Today in class, you will be completing an in-class write. For your task, you will be writing on the following prompt: **In a paragraph of at least two chunks, identify the theme of “The Pedestrian.”**

To be successful on this project, your paragraph should:

* Have a topic sentence that identifies the theme of “The Pedestrian.” This theme should be expressed in a proper theme statement.
* Be well organized. You may use any paragraph format we have discussed in this class: either the standard 1+2 chunk, or the 2+1 chunk format is acceptable.
* Be supported with evidence from the text. Your concrete details should be direct quotations from the story. You need to cite these quotations properly, with the appropriate page number (1 or 2).
* Flow smoothly. Your quotations should be embedded smoothly, and your paragraph should have a transition between the chunks.
* Contain original thinking. Your commentary should explain how the concrete details you selected show the theme of the story.
* Be formatted correctly and follow Standard English grammar and conventions. You should be using MLA format for this paragraph!

This assignment is due today at the end of class. If you need additional time, see me no more than 5 minutes before the end of class, and be prepared to show me what you have accomplished during the period.

**GRADING**

This assignment will be worth 30 points, and will be scored as part of the Writing category, which is worth 50 percent of your grade.

Organization                             30%

Theme Statements 30%

Concrete Details  15%

Commentary 15%

Conventions 10%

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| Skill/Criteria | 4 | 3 | 2 | 1 |
| Organization | Topic sentence clearly guides paragraph. It is clear, concise, focused and directly addresses the prompt. Sophisticated transitions are used throughout the essay to link ideas efficiently and effectively. Concluding sentence clearly concludes the paragraph and effectively ties up/connects the argument. | Topic sentence guides paragraph. It introduces the paragraph addresses the prompt in a relatively clear way. Transitions are used regularly to like ideas in a clear and coherent manner. Concluding sentence concludes the paragraph and connects the argument. | Topic sentence is somewhat unclear. It sort generally suggests the paragraph’s direction. Transitions are used sporadically and sometimes link ideas clearly. Concluding sentence concludes the paragraph somewhat, but may not connect fully to the argument. | Topic sentence is present, but unclear, or doesn’t address the prompt. Transitions are used rarely, if at all, and do little to connect ideas. Concluding sentence isn’t present, or doesn’t conclude the paragraph or connect to the argument. |
| Theme Statement | Theme demonstrates sophisticated understanding of the story, and contains thematic topic(s), the author’s opinion about the thematic topic(s), and the “so what?” | Theme demonstrates understanding of the story, and contains thematic topic(s), the author’s opinion about the thematic topic(s), and the “so what?” | Theme demonstrates understanding of the story, but is missing one or more of the three elements. | Theme does not demonstrate understanding of the story, and/or is only a thematic topic |
| Concrete Detail | CDs are thoughtfully chosen, and relate directly to the topic sentence. Smooth embedding enhances quotation. | CDs are relatively clear and relate to the topic sentence. Embedding is mostly smooth and adds some meaning to quotation. | CDs are somewhat clear, and relate to the thesis (but perhaps not directly). Embedding is present, but may be choppy. | CDs are unclear and/or don’t fit with thesis. Embedding does not exist, or interferes with meaning. |
| Commentary | Commentary contains clear discussion of the topic sentence, ties evidence from CD to the argument in a smooth, direct, clear and sophisticated manner. | Commentary ties to the topic statement, and ties evidence from CD to the argument in a mostly direct, clear and smooth manner. | Commentary sometimes ties evidence from the CD to the argument, but is be off track in areas. Connection to the topic statement may be unclear at times. | Commentary is rarely tied to the CD and the argument. Connection to the topic sentence is unclear. |
| Conventions | MLA Formatting has no errors. Grammar, punctuation and conventions errors are rare and do not detract from meaning | MLA formatting has minimal errors. Grammar, punctuation, and conventions are mostly correct and do not detract from meaning | MLA formatting has several errors. Grammar, punctuation, and conventions have several errors that detract from understanding  | MLA formatting has many errors, or is not present. Grammar, punctuation, and conventions have many errors that makes understanding difficult |