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| **Scoring**  **Categories**  **and Criteria** | **Thought and Understanding**   * how effectively the student’s **ideas** relate to the assignment * the quality of the **literary interpretations** to show **understanding** of the text relative to the topic | **Supporting Evidence**   * the **selection** and **quality** of evidence * how well the supporting evidence is **employed, synthesized** and **developed** to support the student’s ideas.   **Consider ideas presented in the *Personal Reflection on Choice of Literary Text(s)*.** | **Form and Structure**   * the manner in which the student **focuses**, **arranges**, and **shapes** the discussion in response to the assignment * how well a **unifying effect** or a **controlling idea** is developed and maintained | **Matters of Choice**   * **diction** * choices of **syntactic structures** (such as parallelism, balance, inversion) * the extent to which **stylistic choices** contribute to the creation of **voice** | **Matters of Correctness**   * **sentence construction** (completeness, consistency, subordination, coordination, predication) * **usage** (accurate use of words according to convention and meaning) * **grammar** (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense) * **mechanics** (punctuation, spelling, capitalization)   **Proportion of error to complexity and length of response must also be considered.** |
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| **Excellent (E)** | Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating. | The support is precise and astutely chosen to reinforce the student’s ideas in a convincing way. A valid connection to the student’s ideas is efficiently maintained. | A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully. The unifying effect or controlling idea is effectively presented and integrated. | Diction is precise. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to a confident composition with a convincing voice. | This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of error is impressive considering the complexity of the response and the circumstances. |
| **Proficient (Pf)** | Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible. | The support is specific, and well-chosen to reinforce the student's ideas in a persuasive way. A sound connection to the student’s ideas is capably maintained. | A purposeful arrangement of ideas and details contributes to a controlled discussion that is developed capably. The unifying effect or controlling idea is coherently presented and sustained. | Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to a competent composition with a capable voice. | This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances. |
| **Satisfactory (S)** | Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and topic. Literary interpretations are general but plausible. | The support is general, adequate, and appropriately chosen to reinforce the student's ideas in an acceptable way but occasionally may lack persuasiveness. A reasonable connection to the student’s ideas is suitably maintained. | A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. The unifying effect or controlling idea is generally presented and maintained; however, coherence may falter. | Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Stylistic choices contribute to a clear composition with an appropriate voice. | This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors. However, the communication remains clear. |
| **Limited (L)** | Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal. | The support is inadequate, inaccurate, largely a restatement of what was read, and/or inappropriately chosen in relation to the student's ideas and thus lacks persuasiveness. A weak connection to the student’s ideas is maintained. | A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is underdeveloped. A unifying effect or controlling idea is inconsistently maintained. | Diction is imprecise and/or inappropriate. Syntactic structures are frequently awkward and/or ambiguous. Inadequate language choices contribute to a vague composition with an undiscerning voice. | This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication. |
| **Poor (P)** | Ideas are largely absent or irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) is demonstrated. | The support is irrelevant, overgeneralized, lacks validity, and/or is absent. Little or no connection to the student's ideas is evident. | A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure. A unifying effect or controlling idea is absent. | Diction is overgeneralized and/or inaccurate. Syntactic structures are uncontrolled or unintelligible. A lack of language choices contributes to a confusing composition with an ineffective voice. | This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication. |