

SCORE	x 8	x 4	x 4	x 4
	THOUGHT and SUPPORT	FORM and STRUCTURE	MATTERS of CHOICE	MATTERS of CORRECTNESS
FOCUS	∞ the student's ideas reflect an understanding of the topic ∞ the literary example relates to the student's ideas ∞ the support explains and/or clarifies the response	∞ the development and maintenance of a controlling idea or unifying effect ∞ the creation of a coherent, shaped, and concluded discussion in response to the assignment	∞ diction ∞ syntax , sentence length, and variety ∞ the contribution of stylistic choices to the creation of voice	∞ sentence construction ∞ usage (accurate use of) ∞ grammar ∞ mechanics (punctuation, spelling, capitalization) ∞ Proportion of error to complexity and length of response will be considered.
Excellent (E = 5)	An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's Support is precise and effective.	A focused controlling idea or unifying effect is skilfully sustained throughout the response. Development of ideas and explanations is smooth and coherent. The response flows to an effective closure.	Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.	This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response.
Proficient (Pf = 4)	A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.	A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent. The response moves to an appropriate closure.	Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.	This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable.
Satisfactory (S = 3)	A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.	A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent. The response moves to a functional closure.	Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.
Limited (L = 2)	An understanding of the topic may be evident but is only partially demonstrated or is not always defensible or sustained. The student's ideas may be incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas. Support may be deficient, vague, redundant, or marginally relevant.	A controlling idea or unifying effect may be evident, but the response lacks unity. Development of ideas and explanations is uncertain, inadequate, or incoherent. The response may not arrive at an appropriate closure.	Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.
Poor (P = 1)	An implausible conjecture concerning the topic may be suggested. The student's ideas, if present, are irrelevant, incomprehensible, or unexplored. The literary example is absent or unrelated to the student's ideas. Support, if present, is overgeneralized or of questionable relevance.	A controlling idea or unifying effect is absent. Development of ideas and explanations is unclear and ineffective. The response closes ineffectively.	Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.
Insufficient (INS = 0)	Insufficient (INS) is a special category. It is not an indicator of quality. Insufficient will be assigned when <ul style="list-style-type: none"> the marker can discern no evidence of an attempt to fulfill the assignment OR the writing is so deficient in length that it is not possible to assess Thought and Support. 			