

SCORE	X 5	X 5	X 4	X 3	X 3
	THOUGHT and UNDERSTANDING	SUPPORTING EVIDENCE	FORM and STRUCTURE	MATTERS of CHOICE	MATTERS of CORRECTNESS
FOCUS	∞ 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	∞ the selection and quality of evidence ∞ how well the supporting evidence is employed, developed , and synthesized to support the student's ideas	∞ 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	∞ diction ∞ choices of syntactic structures (such as parallelism, balance, inversion) ∞ the extent to which stylistic choices contribute to the creation of voice	∞ sentence construction ∞ usage ∞ grammar ∞ mechanics ∞ The proportion of error in terms of the complexity and length of the response will be considered.
Excellent (E = 5)	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.	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 the creation of a skillful composition with a convincing voice.	This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of error is impressive considering the complexity of the response.
Proficient (Pf = 4)	Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible.	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 the creation of a considered 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.
Satisfactory (S = 3)	Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible.	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 the creation of a conventional 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 = 2)	Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.	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 the creation of 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 = 1)	Ideas are largely absent or irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) is demonstrated.	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 and/or unintelligible. A lack of language choices contributes to the creation of a confused composition with an obscure voice.	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.
Insufficient (INS = 0)	Insufficient is a special category. It is not an indicator of quality. Insufficient will be assigned when - the student has written so little that it is not possible to assess Thought and Understanding and/or Supporting Evidence OR - no reference has been made to literature studied OR - the only literary reference present is to the text(s) provided in the first assignment OR - there is no evidence of an attempt to fulfill the task presented in the assignment.				