**Xea Development, Organization, and Coherence (60%)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4** | **3** | **2** | **1** | **0** |
| The student’s response is **well-developed** and contains **relevant evidence** from the texts.* effective, engaging introduction
* engaging, precise, and knowledgeable thesis argument that effectively and significantly addresses the prompt (where appropriate)
* effective organizational strategy
* ample, specific details
* effective counterargument (when appropriate)
* style and tone appropriate for the task, purpose, and audience
* strong conclusion

(54-60 points) | The student’s response is **complete** and **presents some information** from the texts.* clear introduction
* knowledgeable thesis argument that addresses the prompt effectively (where appropriate)
* clear organizational strategy
* relevant details
* attempts to acknowledge counterclaims (when appropriate)
* style and tone are mostly appropriate for the task, purpose, and audience
* clear conclusion

(48-53 points) | The student’s response is **incomplete or oversimplified** and evidence is only **loosely related** to the texts.* attempts an introduction
* thesis attempts to address topic, but is unclear or irrelevant (where appropriate)
* attempts an organizational strategy
* uneven use of relevant details
* inconsistent use of counterclaims (when appropriate)
* inconsistent tone and style for the task, purpose, and audience
* weak conclusion

(42-47 points) | The student’s response is **weak** and **does not support claims** with adequate evidence from the texts.* lacks a clear introduction
* thesis is absent (where appropriate)
* no clear organizational structure is present
* minimal use of details
* no reference to counterclaims (when appropriate)
* ineffective or inappropriate tone and style
* lacks a clear conclusion

(36-41 points) | The student’s response is **irrelevant** or **incorrect**, or **there is no response**.(0-35 points) |

**Language Usage and Conventions (40%)**

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | **2** | **1** | **0** |
| The student’s response demonstrates **full command** of language usage and conventions.* clear, complete sentences with appropriate range and variety
* consistently links quotations and paraphrases to the source either in text or with citations
* no errors that interfere with meaning

(36-40 points) | The student’s response demonstrates **partial command** of language usage and conventions.* complete sentences with some variety
* inconsistently links quotations and paraphrases to the source either in text or with citations
* minor errors that have no significant effect on meaning

(32-35 points) | The student’s response demonstrates **weak command** of language usage and development.* fragments, run-ons, and other sentence structure errors
* little attempt to link quotations and paraphrases to the source
* frequent errors that interfere with meaning

(28-31 points) | The student’s response **has many errors that affect the overall meaning**, or the response is **too brief**.* many errors that affect the overall meaning
* insufficient original work to be scored
* student copies from the sources rather than using paraphrase or quotations

(0-27 points) |

|  |  |
| --- | --- |
| Grade Equivalents – 7-Point Scale | Grade Equivalents – 60/40 Scale – Student Score:  |
| 7 = A+/A | 6 = A-/B+ | 5 = B+/B | 4 = B-/C+ | 3 = C/C- | 2 or lower = F | Comments:  |