

Scoring Categories and Criteria

TUTORIAL SUGGESTIONS	IDEAS AND IMPRESSIONS (X1)	PRESENTATION (X1)
	<ul style="list-style-type: none"> <input type="checkbox"/> Address the whole prompt carefully. <input type="checkbox"/> Address one of the texts carefully. <input type="checkbox"/> Make meaningful and interesting connections between the text and prompt. Bring something new to the discussion. <input type="checkbox"/> Avoid generalizations or simple solutions. Don't give the character an easy/lame way out of the problem. <input type="checkbox"/> Write about ideas that explore the complexities, complications, or ambiguities in the prompt. <input type="checkbox"/> Choose support, proof, details that are precise and specific, ones that support your exploration logically <i>and</i> persuasively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose the best form to explore your ideas. They all have advantages and disadvantages. Be deliberate. <input type="checkbox"/> Don't choose a form to impress; choose a form to express. Entertainment is not your goal. <p>Regardless of form:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a convincing voice that is appropriate, effective, authentic, and consistent. <input type="checkbox"/> Vary your sentence structure and sentence openers. <input type="checkbox"/> Have clear organization, including the narrative arc – a clear beginning, middle, and end. <input type="checkbox"/> A paragraph break does not mean a complete change in idea. Stay on track. <input type="checkbox"/> Leave yourself enough time to proofread, edit, & run spell-check. <input type="checkbox"/> Watch for comma-splices, run-on sentences, or sentence fragments. <input type="checkbox"/> Apostrophes are for possession or contractions, never for plurals.
<p>Excellent</p> <p style="text-align: center;">E/5</p>	<p>The student's exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student's ideas and impressions.</p>	<p>The voice created by the student is convincing. Stylistic choices are precise and the student's creation of tone is adept. The unifying effect is skillfully developed.</p>
<p>Proficient</p> <p style="text-align: center;">PF/4</p>	<p>The student's exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student's ideas and impressions.</p>	<p>The voice created by the student is distinct. Stylistic choices are specific and the student's creation of tone is competent. The unifying effect is capably developed.</p>
<p>Satisfactory</p> <p style="text-align: center;">S/3</p>	<p>The student's exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student's ideas and impressions.</p>	<p>The voice created by the student is apparent. Stylistic choices are adequate and the student's creation of tone is conventional. The unifying effect is appropriately developed.</p>
<p>Limited</p> <p style="text-align: center;">L/2</p>	<p>The student's exploration of the topic is vague. Perceptions and/or ideas are superficial and/or ambiguous. Support is imprecise and/or ineffectively related to the student's ideas and impressions.</p>	<p>The voice created by the student is indistinct. Stylistic choices are imprecise and the student's creation of tone is inconsistent. The unifying effect is inadequately developed.</p>
<p>Poor</p> <p style="text-align: center;">P/1</p>	<p>The student's exploration of the topic is minimal. Perceptions and/or ideas are underdeveloped and/or irrelevant. Support is lacking and/or unrelated to the student's ideas and impressions.</p>	<p>The voice created by the student is obscure. Stylistic choices impede communication and the student's creation of tone is ineffective. A unifying effect is absent.</p>
<p>Insufficient</p> <p style="text-align: center;">INS</p> <p>zero in all categories</p>	<p>Assign insufficient when</p> <ul style="list-style-type: none"> • the student has responded using a form other than prose OR • the student has written so little that it is not possible to assess Ideas and Impressions OR • there is no evidence that the topic presented in the assignment has been addressed OR • there is no connection between the text(s) provided in the assignment and the student's response. 	