

Scoring Rubric

Response to Literature—Grades 9 and 10

4 The response—

- demonstrates a *thoughtful*, comprehensive grasp of the text.
- *accurately* and *coherently* provides *specific* textual details and examples to support the thesis and main ideas.
- *clearly* states and analyzes the author's use of literary and/or stylistic devices.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

3 The response—

- demonstrates a comprehensive grasp of the text.
- *accurately* and *coherently* provides *general* textual details and examples to support the thesis and main ideas.
- analyzes the author's use of literary and/or stylistic devices.
- provides a *variety* of sentence types and uses *some descriptive* language.
- *may contain some errors* in the conventions* of the English language. (Errors do not interfere with the reader's understanding of the essay.)

2 The response—

- demonstrates a *limited* grasp of the text.
- provides *few, if any*, textual details and examples to support the thesis and main ideas.
- *may* demonstrate awareness of the author's use of literary and/or stylistic devices.
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- *may* contain *several errors* in the conventions* of the English language. (Errors may interfere with the reader's understanding of the essay.)

1 The response—

- demonstrates *minimal* grasp of the text.
- *may* provide **no** textual details and examples to support the thesis and main ideas.
- does **not** demonstrate awareness of the author's use of literary and/or stylistic devices.
- *may* provide **no** sentence variety and uses *limited* vocabulary.
- *may* contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

non-scorable: The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage. This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.