



- Name:
- Date:

**Standard(s):**

[1.1.9.A](#), [1.1.10.B](#), [1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

**Scoring Guide:**

SESSION ONE – PART B – SCORING RUBRIC  
READING AND WRITING FOR INFORMATION AND UNDERSTANDING

| QUALITY                                                                                                                                                              | 6<br>Responses at this level:                                                                                                                                                                                    | 5<br>Responses at this level:                                                                                                                                     | 4<br>Responses at this level:                                                                                                                     | 3<br>Responses at this level:                                                                                                                                             | 2<br>Responses at this level:                                                                                                                                | 1<br>Responses at this level:                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)                                         | -reveal an in-depth analysis of the documents<br>-make insightful connections between information and ideas in the documents and the assigned task                                                               | -convey a thorough understanding of the documents<br>-make clear and explicit connections between information and ideas in the documents and the assigned task    | -convey a basic understanding of the documents<br>-make implicit connections between information and ideas in the documents and the assigned task | -convey a basic understanding of the documents<br>-make few or superficial connections between information and ideas in the documents and the assigned task               | -convey a confused or inaccurate understanding of the documents<br>-allude to the documents but make unclear or unwarranted connections to the assigned task | -provide minimal or no evidence of understanding<br>-make no connections between information in the documents and the assigned task |
| Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)                                                      | -develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents                                                                                       | -develop ideas clearly and consistently, using relevant and specific details from the documents                                                                   | -develop some ideas more fully than others, using specific and relevant details from the documents                                                | -develop ideas briefly, using some details from the documents                                                                                                             | -are incomplete or largely undeveloped, hinting at ideas, but references to the documents are vague, irrelevant, repetitive, or unjustified                  | -are minimal, with no evidence of development                                                                                       |
| Organization: the extent to which the response exhibits direction, shape, and coherence                                                                              | -maintain a clear and appropriate focus<br>-exhibit a logical and coherent structure through skillful use of appropriate devices and transitions                                                                 | -maintain a clear and appropriate focus<br>-exhibit a logical sequence of ideas through use of appropriate devices and transitions                                | -maintain a clear and appropriate focus<br>-exhibit a logical sequence of ideas but may lack internal consistency                                 | -establish, but fail to maintain, an appropriate focus<br>-exhibit a rudimentary structure but may include some inconsistencies or irrelevancies                          | -lack an appropriate focus but suggest some organization, or suggest a focus but lack organization                                                           | -show no focus or organization                                                                                                      |
| Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety | -are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose<br>-vary structure and length of sentences to enhance meaning | -use language that is fluent and original, with evident awareness of audience and purpose<br>-vary structure and length of sentences to control rhythm and pacing | -use appropriate language, with some awareness of audience and purpose<br>-occasionally make effective use of sentence structure or length        | -rely on basic vocabulary, with little awareness of audience or purpose<br>-exhibit some attempt to vary sentence structure or length for effect, but with uneven success | -use language that is imprecise or unsuitable for the audience or purpose<br>-reveal little awareness of how to use sentences to achieve an effect           | -are minimal<br>-use language that is predominantly incoherent, inappropriate, or copied directly from the text                     |
| Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalizing, grammar, and usage                                          | -demonstrate control of the conventions with essentially no errors, even with sophisticated language                                                                                                             | -demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language                                                      | -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension                                                       | -demonstrate emerging control, exhibiting occasional errors that hinder comprehension                                                                                     | -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult                                                                 | -are minimal, making assessment of conventions unreliable<br>-may be illegible or not recognizable as English                       |

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

1

Standard(s):

[1.1.9.A](#), [1.1.10.B](#), [1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11](#)

[.B.3.3.4](#)

Answer:

3

2

Standard(s):

[1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

4

3

Standard(s):

[1.1.9.A](#), [1.1.10.B](#), [1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

2

4

Standard(s):

[1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

1

5

Standard(s):

[1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

4

6

Standard(s):

[1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

2

7

Standard(s):

[1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

4

8

Standard(s):

[1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

3

9

Standard(s):

[1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

1

10

Standard(s):

[1.1.9.A](#), [1.1.10.B](#), [1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [R11.A.2.4.1](#), [R11.A.2.5.1](#), [R11.A.2.6.1](#), [R11.A.2.6.2](#), [R11.B.3.1.1](#), [R11.B.3.2.1](#), [R11.B.3.2.2](#), [R11.B.3.3.1](#), [R11.B.3.3.2](#), [R11.B.3.3.3](#), [R11.B.3.3.4](#)

Answer:

2