

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The essay</p> <ul style="list-style-type: none"> • asserts an insightful thesis and position statements that anticipate alternate positions • supports reasons with precise and convincing evidence and commentary • demonstrates thoughtful consideration of validity and reliability of evidence • consistently presents an accurate, honest and diplomatic representation of other views 	<p>The essay</p> <ul style="list-style-type: none"> • presents a clear thesis and position statements that anticipate alternate positions • supports reasons with relevant evidence and commentary • demonstrates consideration of validity and reliability of evidence • usually presents an accurate, honest and diplomatic representation of divergent views 	<p>The essay</p> <ul style="list-style-type: none"> • presents a limited or unfocused thesis • contains reasons with insufficient evidence and vague commentary • demonstrates little or no consideration of validity and reliability of evidence • struggles to represent divergent views accurately 	<p>The essay</p> <ul style="list-style-type: none"> • does not present a thesis • contains insufficient and/or irrelevant evidence with little or no commentary • demonstrates little or no research • does not attempt to present alternative viewpoints
Organization	<p>The essay</p> <ul style="list-style-type: none"> • skillfully uses an appropriate organizing structure • presents a sustained focus that displays a progression of ideas with depth and complexity • effectively sequences ideas and uses graceful transitions to enhance the overall coherence 	<p>The essay</p> <ul style="list-style-type: none"> • includes an appropriate organizing structure • includes a sustained focus that displays ideas with clarity and coherence • sequences ideas logically and uses transitions appropriately 	<p>The essay</p> <ul style="list-style-type: none"> • may lack an organizing structure or contain one that is inappropriate • presents unfocused or underdeveloped ideas • presents disconnected ideas and limited use of transitions 	<p>The essay</p> <ul style="list-style-type: none"> • lacks a clear organizing structure • presents unfocused and underdeveloped ideas • presents ideas that are unconnected with little or no transitional elements
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> • uses varied syntax to contribute to the clarity of ideas and persuasive effect • uses diction that is deliberately crafted for the topic, audience, and purpose • employs rhetorical questions in a way that enhances the argument • uses conventions skillfully 	<p>The essay</p> <ul style="list-style-type: none"> • uses varied syntax for persuasive effect • uses diction appropriately for the topic, audience, and purpose • uses rhetorical questions • uses conventions correctly; minor errors do not affect meaning 	<p>The essay</p> <ul style="list-style-type: none"> • shows some variety in sentence structure • sometimes uses inappropriate diction for the topic, audience, and purpose • does not use rhetorical questions • uses conventions incorrectly; errors may interfere with meaning 	<p>The essay</p> <ul style="list-style-type: none"> • shows no deliberate use of syntax for effect • uses inappropriate diction for the topic, audience, and purpose • does not use rhetorical questions • multiple serious errors interfere with meaning