# Scoring Categories/Criteria for 0 – 2 Courses
## Section II: Literary Exploration Assignment

### THOUGHT AND SUPPORT

When marking **Thought and Support,** the marker should consider how effectively
- the **student's ideas** reflect an understanding of the **topic**
- the **literary example** relates to the student's ideas
- the **support** explains and/or clarifies the response

**E** An insightful understanding of the topic is demonstrated. The-student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.

**Pf** A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.

**S** A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.

**L** An understanding of the topic may be evident but is only partially demonstrated or is not always defensible or sustained. The student's ideas may be incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas. Support may be deficient, vague, redundant, or marginally relevant.

**P** An implausible conjecture concerning the topic may be suggested. The student's ideas are irrelevant, incomprehensible, or unexplored. The literary example is absent or unrelated to the student's ideas. Support, if present, is overgeneralized or of questionable relevance.

_____ x 4 = _____ 20

### FORM AND STRUCTURE

When marking **Form and Structure,** the marker should consider how effectively the student's organizational choices result in
- the development and maintenance of a **controlling idea** or **unifying effect**.
- the creation of a **coherent**, **shaped**, and **concluded** discussion in response to the assignment

**E** A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent. The response flows to an effective closure.

**PF** A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent. The response moves to an appropriate closure.

**S** A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations generally clear and coherent. The response moves to a functional closure.

**L** A controlling idea or unifying effect may be evident, but the response lacks unity. Development of ideas and explanations is uncertain, inadequate, or incoherent. The response may not arrive at an appropriate closure.

**P** A controlling idea or unifying effect is absent. Development of ideas and explanations is unclear and ineffective. The response closes ineffectively.

_____ x 2 = _____ 10

### MATTERS OF CHOICE

When marking **Matters of Choice,** the marker should consider how effectively the student's choices enhance communication. The marker should consider
- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length and variety
- the contribution **stylistic choices** creation of **voice**

**E** Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.

**Pf** Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.

**S** Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.

**L** Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.

**P** Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.

_____ x 2 = _____ 10

### MATTERS OF CORRECTNESS

When marking **Matters of Correctness,** the marker should consider the correctness of
- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

**Consider the proportion of error in terms of the complexity and length of the response.**

**E** This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.

**Pf** This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.

**S** This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.

**L** This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.

**P** This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.

_____ x 2 = _____ 10

**Scoring Categories/Criteria for 0 – 2 Courses**
**Section II:  Literary Exploration Assignment**


Name _____

Comments:  _____

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Mark: _____ / 50 = _____ %