

Scoring guide for compositions

These rubrics are designed to facilitate holistic scoring of in-class compositions. The in-class writing assignments will be scored using this scale.

- 9-8 Well focused.** The composition presents an *effective* analysis. It may offer a range of interpretations or choose different elements for emphasis. The writer provides convincing readings of the material under analysis and demonstrates consistent and effective control. The textual references are apt and specific. The composition may not be error-free, but it is perceptive in its analysis and demonstrates writing that is clear, sophisticated, and convincing. A 9 will be impressive.
- 7-6 Competent.** The composition offers a *reasonable* analysis. It may be less thorough and less precise in its discussion of the material under analysis, but is well written. The performance demonstrates the writer's ability to express and support ideas clearly. A 7 will demonstrate more sophistication in both substance and style.
- 5 Adequate.** The composition offers a *superficial* analysis, even though it may respond to the assigned task with a plausible reading. The writer relies on paraphrase, but normally a paraphrase that contains some analysis, implicit or explicit. Interpretation may be simplistic or inadequately supported by textual references. There may be significant misinterpretations. The composition demonstrates control of ideas, but the writing may contain surface errors.
- 4-3 Inadequate.** The composition reveals an *incomplete* understanding of the task required by the prompt. It characteristically fails to develop a coherent analysis of the material under analysis. The analysis may be partial, unconvincing, or not related to the assigned task. The composition may rely on paraphrase alone. Evidence may be slight or misconstrued. The writing typically demonstrates a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. It may contain significant misreadings; it may demonstrate weak control of the language.
- 2-1 Unacceptable.** The composition *compounds weaknesses* discussed above. It may contain serious misreadings, be unacceptably brief, or be incoherent in presenting ideas. May contain multiple errors in grammar and mechanics. Although some attempt has been made to respond to the prompt, the writer's assertions are presented with little clarity, organization, or support.
- 0 Irrelevant.** Indicates a response with no more than a reference to the task of the prompt.