Buford High School – Seven-Point, Two-Trait Rubric

Idea Development, Organization, and Coherence (60%)

4	3	2	1	0
The student's response is **well-developed** and contains **relevant evidence** from the texts. - effective, engaging introduction - engaging, precise, and knowledgeable thesis argument that effectively and significantly addresses the prompt (where appropriate) - effective organizational strategy - ample, specific details - effective counterargument (when appropriate) - style and tone appropriate for the task, purpose, and audience - strong conclusion (54-60 points)	The student's response is **complete** and **presents some information** from the texts. - clear introduction - knowledgeable thesis argument that addresses the prompt effectively (where appropriate) - clear organizational strategy - relevant details - attempts to acknowledge counterclaims (when appropriate) - style and tone are mostly appropriate for the task, purpose, and audience - clear conclusion (48-53 points)	The student's response is **incomplete or oversimplified** and evidence is only **loosely related** to the texts. - attempts an introduction - thesis attempts to address topic, but is unclear or irrelevant (where appropriate) - attempts an organizational strategy - uneven use of relevant details - inconsistent use of counterclaims (when appropriate) - inconsistent tone and style for the task, purpose, and audience - weak conclusion (42-47 points)	The student's response is **weak** and **does not support claims** with adequate evidence from the texts. - lacks a clear introduction - thesis is absent (where appropriate) - no clear organizational structure is present - minimal use of details - no reference to counterclaims (when appropriate) - ineffective or inappropriate tone and style - lacks a clear conclusion (36-41 points)	The student's response is **irrelevant** or **incorrect**, or **there is no response**. (0-35 points)

Language Usage and Conventions (40%)

3	2	1	0
The student's response demonstrates **full command** of language usage and conventions. - clear, complete sentences with appropriate range and variety - consistently links quotations and paraphrases to the source either in text or with citations - no errors that interfere with meaning (36-40 points)	The student's response demonstrates **partial command** of language usage and conventions. - complete sentences with some variety - inconsistently links quotations and paraphrases to the source either in text or with citations - minor errors that have no significant effect on meaning (32-35 points)	The student's response demonstrates **weak command** of language usage and development. - fragments, run-ons, and other sentence structure errors - little attempt to link quotations and paraphrases to the source - frequent errors that interfere with meaning (28-31 points)	The student's response **has many errors that affect the overall meaning**, or the response is **too brief**. - many errors that affect the overall meaning - insufficient original work to be scored - student copies from the sources rather than using paraphrase or quotations (0-27 points)

Grade Equivalents – 7-Point Scale	Grade Equivalents – 60/40 Scale – Student Score:
7 = A+/A | 6 = A-/B+ | 5 = B+/B | 4 = B-/C+ | 3 = C/C- | 2 or lower = F	Comments: