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

**Idea Development, Organization, and Coherence (60%)**

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| --- | --- | --- | --- | --- |
| **4** | **3** | **2** | **1** | **0** |
| The student’s response is **well-developed** and contains **relevant evidence** from the texts.   * effective, engaging introduction * 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 * 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 * 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 * 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%)**

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| **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) |

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| Grade Equivalents – 7-Point Scale | Grade Equivalents – 60/40 Scale |
| 7 = A+/A  6 = A-/B+  5 = B+/B  4 = B-/C+  3 = C/C-  2 or lower = F | Add the points awarded for each section together to determine the overall score. |