**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. Eight sources or more used.* 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
* exceeds minimum word count

(54-60 points) | The student’s response is **complete** and **presents some information** from the texts. Eight sources used.* 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
* meets minimum word count

(48-53 points) | The student’s response is **incomplete or oversimplified** and evidence is only **loosely related** to the texts. (Does not use the minimum of 8 sources)* 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
* approaches minimum word count

(42-47 points) | The student’s response is **weak** and **does not support claims** with adequate evidence from the texts. (Does not use the minimum of 8 sources)* 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
* does not meet minimum word count

(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
* MLA and Works Cited Pare are complete with no errors

(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
* MLA and Works Cited Page are sufficient with minor errors

(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
* MLA and Works Cited Page are incomplete and lack information and multiple errors

(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
* MLA and Works Cited Page are absent from paper

(0-27 points) |

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| --- | --- |
| Grade Equivalents – 7-Point Scale | Grade Equivalents – 60/40 Scale |
| 7 = A+/A6 = A-/B+5 = B+/B4 = B-/C+3 = C/C-2 or lower = F | Add the points awarded for each section together to determine the overall score. |