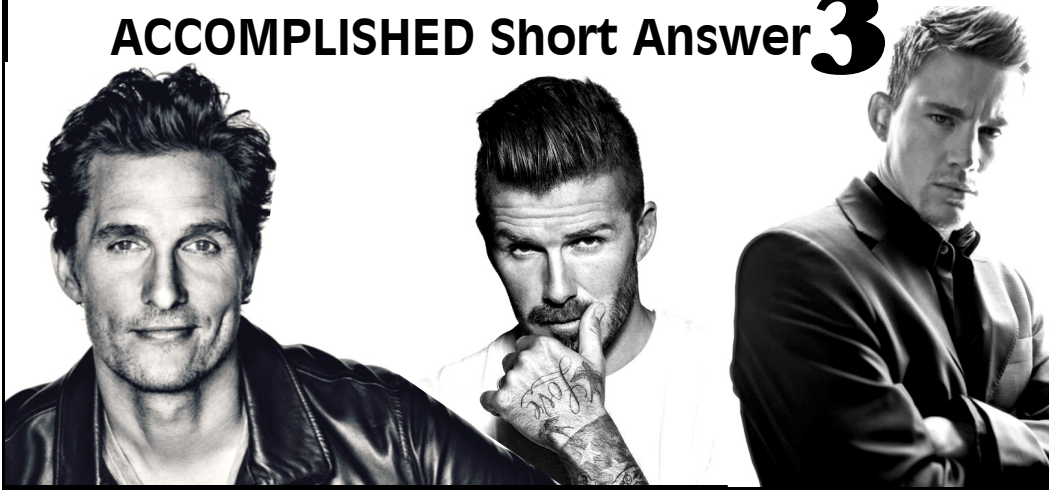


- The idea is perceptive and reflects an awareness of the complexities of the text.
- Text evidence used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- The student is able to develop a coherent explanation of the idea by making discerning connections across the text.

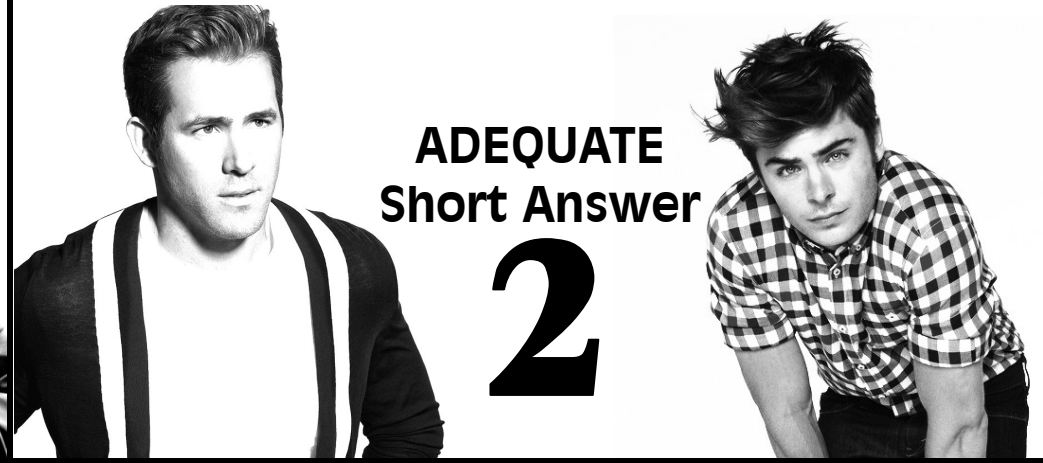
ACCOMPLISHED Short Answer **3**



- The idea is reasonable and goes beyond a literal reading of the text; in addition the text evidence used to support the idea is accurate and relevant.
- The combination of the idea and the text evidence demonstrates a sufficient understanding of the text.
- It is explained specifically enough to show that the student can make appropriate connections across the text and draw valid conclusions.

ADEQUATE Short Answer

2



- The idea is reasonable, but the response contains no text evidence; or the idea represents only a literal reading of the text, with or without text evidence
- The idea is reasonable, but the text evidence is flawed and does not adequately support the idea. Text evidence is inadequate when it is
 1. Only a general reference to the text.
 2. Too partial to support the idea or is weakly linked.
 3. Used inappropriately because it wrongly manipulates the meaning of the text.
- Additionally, the idea needs more clarification/specificity, even though it is supported with text evidence.

1 BASIC/FLAWED Short Answer



- The idea is not an answer to the question asked OR the idea is incorrect because it is not based on the text OR the idea is too general, vague, or unclear to determine whether it is reasonable.
- No idea is present. Sometimes the response contains only text evidence. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or "echoes," the text evidence.
- An obvious problem is that the response is blank, written in a foreign language or is just an artistic doodle.

0% INSUFFICIENT Short Answer



4 essay



This response demonstrates **advanced/accomplished** success with the **persuasive writing** task. The essay:

- focuses consistently on a clear argument and reasonable position
- convincingly and thoroughly support position w/ fully elaborated reasons/evidence
- offers thoughtful, creative ideas and reasons
- shows effective organization throughout, with smooth transitions
- exhibits mature control of written language

This response demonstrates **limited** success with the **persuasive writing** task. The essay may:

- include some loosely related ideas that distract from the writer's position
- support a position with uneven reasoning and elaboration
- offer routine, predictable ideas and reasons (**superficial; plastic; fake**)
- show some organization, BUT with noticeable gaps in the logical flow of ideas
- exhibit limited control of written language (sloppy proofing!?)



this is a 3 wannabe

2 essay

3 essay



This response demonstrates **competent/proficient** success with the **persuasive writing** task. For the most part, the essay:

- focuses on a valid argument and reasonable position, BUT with minor distractions
- elaborates reasons and evidence with a mixture of the general and the specific
- offers mostly thoughtful ideas and reasons
- shows effective organization, BUT with minor lapses
- exhibits general control of written language

This response demonstrates **emerging** with **persuasive writing**. For the most part, the essay:

1 essay

- shows little awareness of the topic and purpose for writing
- shows minimal persuasive reasoning or elaboration
- offers unclear and confusing ideas
- lacks organization and structure
- exhibits major problems with control of written language

