



Nine A: Describe/Conclude Analytical Student Scoring Guide

Student Product: _____

		5 - Exemplar	4 Major Feature Implied	3 - Developed	2 Major Feature Implied	1 - Limited	0	TOTAL POINTS – COMMENTS
PART I: CONTENT COMMUNICATION	Preparation Process	<ul style="list-style-type: none"> a. Clear purpose b. Extensive preparation task (e.g. storyboarding, outlining, note-taking) c. Target audience clearly identified d. Information gathering is varied/substantial/abundant e. Reflection/revision purposeful – extensive 	<ul style="list-style-type: none"> a. Implied purpose b. At least one preparation task c. Target audience implied d. Information gathering varied/adequate e. Reflection/revision adequate 	<ul style="list-style-type: none"> a. Purpose weak or missing b. No preparation tasks evident c. Target audience not identified d. Information gathering weak or missing e. Reflection/revision not evident 				<p>_____ X _____ pts = _____</p>
	Content Knowledge	<ul style="list-style-type: none"> a. Purpose/main idea clearly developed and stated b. Main ideas compelling with substantial well supported examples c. Descriptions vivid, accurate, and thorough d. Insightful, logical, and persuasive conclusions based on information used e. Information entirely author's own words other than appropriate documentation 	<ul style="list-style-type: none"> a. Purpose/main idea inferred b. Main ideas supported with useful examples c. Descriptions useful d. Conclusions adequately developed e. Portion of information/work in author's own words other than appropriate citations 	<ul style="list-style-type: none"> a. Purpose/main idea weak or missing b. Main ideas with few or no supporting examples c. Descriptions vague d. Conclusion weak, inappropriate or missing e. Majority of information/work not in author's own words. Citations not acknowledged. 				<p>_____ X _____ pts = _____</p>
	Format/Structure	<ul style="list-style-type: none"> a. Highly effective introduction with a strong hook b. Ideas coherent, organized effectively and flows logically c. Powerful, compelling ending d. Author's style compelling, original and fresh e. Sources of information well documented 	<ul style="list-style-type: none"> a. Introduction developed b. Ideas mostly coherent and organized, but flow is not sustained c. Ending developed d. Author's style clear e. Sources of information mostly documented 	<ul style="list-style-type: none"> a. Introduction missing or weak b. Ideas lack coherence, consistency and flow c. Ending missing or weak d. Author's style missing or weak e. Documentation of information sources weak or missing 				<p>_____ X _____ pts = _____</p>
	Comments							

Nine B: Describe/Conclude Holistic Student Scoring Guide



Student Product: _____

		4 Major Exemplar	3 - Developed	2 Minor Exemplar	1 - Limited	0	TOTAL POINTS – COMMENTS
Preparation Process	Student uses extensive preparation tasks to organize, verify, substantiate, and identify resources; identifies clear purpose and target audience; and demonstrates purposeful and extensive reflection/revision.	Student uses at least one adequate preparation task to organize, verify, and identify resources; has implied purpose and audience; and demonstrates adequate reflection/revision.	Student preparation tasks missing or weak with minimal organization of resources; information gathering, purpose, and reflection/revision weak or missing; and target audience not identified.	Student preparation tasks missing or weak with minimal organization of resources; information gathering, purpose, and reflection/revision weak or missing; and target audience not identified.			___ X ___ pts = ___
	Purpose/main idea is clearly developed, and well-supported with examples. Descriptions are vivid, accurate, and thorough and the conclusions are insightful, logical, and persuasive. Information is entirely in author's own words and there is evidence of genuine learning that others would find useful and beneficial.	Purpose/main idea is developed with useful descriptions and examples. Conclusions are adequately developed. Portions of information are in author's own words and new learning for student is evident, but not developed for others.	Purpose/main idea has few or no supporting examples. Descriptions are vague and conclusions are weak, inappropriate or missing. The majority of information is not in author's own words. No evidence of new learning – not developed or useful for student or others.	Purpose/main idea has few or no supporting examples. Descriptions are vague and conclusions are weak, inappropriate or missing. The majority of information is not in author's own words. No evidence of new learning – not developed or useful for student or others.			___ X ___ pts = ___
	Introduction is highly effective. Ideas are coherent, organized effectively, and flow logically with a powerful ending. Author's style is compelling, original and fresh. Sources are well documented.	Introduction is developed, most ideas are coherent and organized, but flow is not sustained. Author's style is clear and a developed ending. Most sources are documented.	Introduction is weak or missing. Ideas lack coherence, consistency and flow. Ending, author's style and documentation of sources are weak or missing.	Introduction is weak or missing. Ideas lack coherence, consistency and flow. Ending, author's style and documentation of sources are weak or missing.			___ X ___ pts = ___
Format/Structure							
Comments							

PART I: CONTENT COMMUNICATION