## SCORING GUIDE: LITERACY ASSESSMENT

<table>
<thead>
<tr>
<th>Score</th>
<th>Argument</th>
<th>Organization</th>
<th>Style/Form</th>
</tr>
</thead>
</table>
| 5     | - Establishes a specific, sophisticated or complex central claim in response to the prompt  
- Fully develops and complicates this claim through engagement with prompt data  
- Represents prompt data accurately and quotes or paraphrases appropriately (demonstrates understanding of data in student’s own terms)  
- Selects data purposefully (selects only the very best examples and uses them as integral pieces of evidence)  
- Integrates and effectively analyzes appropriate evidence in support of the central claim | - Essay planned so that it progresses by clearly ordered and necessary stages with constant attention to proportion and emphasis  
- Develops a sophisticated organizational pattern  
- Paragraphs coherent, unified, and tightly developed; transitions logical and clear | - Sophisticated use of syntax and lexis  
- Clarity of expression promoted by consistent use of standard grammar, punctuation, and lexis  
- Rhetorical choices are sophisticated (e.g. tone, voice, style, syntax) and contribute to the persuasiveness of the argument; take audience into account  
- Tone is appropriate and contributes to the persuasiveness of the argument |
| 4     | - Establishes a specific, argumentative central claim in response to the prompt  
- Develops this claim through engagement with prompt data  
- Represents prompt data accurately and demonstrates understanding, but does not consistently express it using student’s own language  
- Selects many purposeful examples  
- Analyzes data thoroughly in light of the central claim, but does not push conclusions as far as possible. Evidence is mostly integrated effectively | - Essay planned so that it progresses by clearly ordered and necessary stages with attention to proportion and emphasis, with only slight deviations  
- Develops an appropriate organizational pattern  
- Paragraphs mostly coherent, unified, developed; transitions logical and clear | - Sentences skillfully constructed, varied, with consistent use of appropriate lexis  
- Clarity of expression promoted by uniform use of standard grammar, punctuation, and spelling  
- Rhetorical choices (e.g. tone, voice, style, syntax) and are appropriate to the argument and audience  
- Tone is appropriate given the selected form and argument |
| 3     | - Establishes an argumentative but reductive or simplified claim that responds to the prompt question, but lacks nuance  
- Attempts to develop this claim, but falls back on repetition or generalities  
- Some minor inaccuracies in interpreting data (may misunderstand implications)  
- Deals superficially with the prompt data; attempts to support argument with concrete detail, but repetition of data often stands in as analysis  
- Data is not consistently analyzed in light of the central claim; evidence is relevant but poorly integrated | - Plan and method apparent but not consistently fulfilled; the essay has an obvious plan, but it may not be easily discernable  
- Developed with only occasional disproportion or inappropriate emphasis  
- Paragraphs unified, coherent, mostly effective in their development; transitions clear, but abrupt, mechanical, or monotonous | - Sentences may be correctly constructed, but lacking in variety; repetitive or inconsistent in effectiveness  
- May demonstrate but cannot sustain an appropriate level of lexis; occasional grammatical errors  
- Rhetorical choices and tone are mostly appropriate and unremarkable; audience not always readily apparent |
| 2     | - Central idea weakly defined or too general  
- Central idea responds only superficially to prompt data  
- Inaccurate representation of data; lacking in basic explanation and interpretation  
- Inadequately supported with detail that is irrelevant, vague, or simplistic; mentions some prompt data, but does not critically engage with it or integrate it | - Plan and method occasionally apparent but developed with little attention to proportion and emphasis; execution of plan is inconsistent  
- Paragraphs are present, but are mostly arbitrary; transitions illogical | - Sentences may be correct but restricted or limited in structure or variety  
- Lexis often simplistic, repetitive; frequent grammatical errors may distract the reader  
- Rhetorical choices do not consistently identify audience or suit chosen form  
- Tone is not deliberate and is, at times, inappropriate |
| 1     | - Central idea lacking or illogical (may be purely personal or emotional response to the issue at hand; ignores the prompt data)  
- Inaccurately summarizes and interprets prompt data; significant misunderstanding  
- Inadequately supported with detail that is irrelevant, vague, or simplistic or completely unsupported; does not use prompt data to support argument  
- Swerves from the prompt; purely anecdotal or personal response; no analysis of evidence | - Plan and purpose of essay not apparent or counterproductive to argument  
- Some material irrelevant or redundant  
- Paragraphs incoherent, not unified, or inadequately developed or no paragraphs | - Sentences fused, incomplete, monotonous; inappropriate or nonstandard grammar, punctuation, or spelling  
- Rhetorical choices do not suit rhetorical situation  
- Tone is inappropriate |