



Grades 9 – 12 Writing: Response to Literature Scoring Guide

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	Exceeds the Standard	Meets the Standard	Basic Writing	Limited Writing	Minimal Writing
Ideas/ Thesis	Interpretive thesis is inventive and creative; goes beyond the expectations of the prompt/ assignment.	Interpretive thesis is original, insightful, and responds directly to prompt, primarily through controlling idea.	Interpretive thesis lacks originality and is indirect. Overall, weak controlling idea.	Interpretive thesis is a restatement of the prompt with some elaboration, usually consisting of generalities. Overall, controlling idea is weak or there may be no controlling idea.	Interpretive thesis is a restatement of the prompt.
Organization	Clearly establishes effective and obvious control or organization and purpose.	Clearly establishes context and organizes ideas, showing strong control and purpose appropriate to topic and audience.	Establishes context and organizes ideas appropriate to topic and purpose. There is a clear beginning, middle, and ending.	Establishes sufficient context and organization for reader to follow ideas.	Shows little or no evidence of purposeful organization.
Coherence	Arguments are lucid and coherent. May be presented in inventive way.	Has clear logical flow.	Has overall coherence, though there may be minor digressions or repetitions.	Generally shows coherence, but may have some digressions.	May be very brief or, in longer papers, lack coherence. Argument may be hard to follow.
Elaboration	Presents insightful ideas: elaborates using striking imagery or metaphors.	Presents thoughtful ideas; elaborates using concrete language and details.	Ideas are elaborated effectively using some specific, concrete details. Ideas may be more obvious or superficial.	Elaboration is limited and/or general.	Little, if any, elaboration.
Language	Uses sophisticated sentence structure and vocabulary.	Uses effective sentence patterns and diction.	Uses appropriate vocabulary and sentence structure.	Vocabulary and sentence structure are generally pedestrian; may fail to make distinction between formal and street language.	Uses basic vocabulary and simple sentences; may be some inappropriate word choices.