

Name: _____

Date: _____

: Standard(s): [1.1.9.D](#), [1.1.10.D](#), [1.1.12.D](#), [1.1.L.D](#), [1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [1.3.9.A](#), [1.3.10.A](#), [1.3.11.A](#), [1.3.12.A](#), [1.3.L.A](#), [1.3.9.B](#), [1.3.10.B](#), [1.3.11.B](#), [1.3.12.B](#), [1.3.L.B](#), [1.3.9.C](#), [1.3.10.C](#), [1.3.11.C](#), [1.3.12.C](#), [1.3.L.C](#), [1.3.9.D](#), [1.3.10.D](#), [1.3.11.D](#), [1.3.12.D](#), [1.3.L.D](#), [L.F.1.3.1](#), [L.F.1.3.2](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.F.2.2.1](#), [L.F.2.2.2](#), [L.F.2.2.3](#), [L.F.2.2.4](#), [L.F.2.3.1](#), [L.F.2.3.2](#), [L.F.2.3.3](#), [L.F.2.3.4](#), [L.F.2.3.5](#), [L.F.2.3.6](#), [L.F.2.4.1](#), [L.F.2.5.1](#), [L.F.2.5.2](#), [L.F.2.5.3](#), [L.N.1.3.1](#), [L.N.1.3.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.2.1](#), [L.N.2.2.2](#), [L.N.2.2.3](#), [L.N.2.3.1](#), [L.N.2.3.2](#), [L.N.2.3.3](#), [L.N.2.3.4](#), [L.N.2.3.5](#), [L.N.2.3.6](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [C.C.1.2.8.F](#), [C.C.1.2.9-10.A](#), [C.C.1.2.9-10.D](#), [C.C.1.2.9-10.E](#), [C.C.1.2.11-12.A](#), [C.C.1.2.11-12.B](#), [C.C.1.2.11-12.C](#), [C.C.1.2.11-12.E](#), [C.C.1.2.11-12.F](#), [C.C.1.2.11-12.G](#), [C.C.1.3.9-10.B](#), [C.C.1.3.9-10.D](#), [C.C.1.3.9-10.G](#), [C.C.1.3.9-10.H](#), [C.C.1.3.9-10.K](#), [C.C.1.3.11-12.C](#), [C.C.1.3.11-12.B](#), [C.C.1.3.11-12.D](#), [C.C.1.3.11-12.E](#), [C.C.1.3.11-12.G](#), [C.C.1.3.11-12.H](#), [C.C.1.3.11-12.K](#), [C.C.1.5.11-12.C](#)

Point Value:
See Rubric
Scoring Guide:

SESSION TWO – PART A – SCORING RUBRIC READING AND WRITING FOR LITERARY RESPONSE						
QUALITY	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Meaning: the extent to which the response reveals an in-depth analysis of the text(s)	-establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of the text(s) -make few or superficial connections between the controlling idea and the ideas in the texts	-convey a confused or incomplete understanding of the text(s) -make a few connections but fail to establish a controlling idea	-provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the texts	-are minimal, with no evidence of development
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development	-show no focus or organization
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or imbalances	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose, effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a clear and consistent voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with audience awareness of purpose and length of sentences to control rhythm and pacing	-rely on basic vocabulary, with little awareness of audience or purpose -attempt to make a variety of sentence structure and length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -show little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate	-are minimal, making frequent errors that are recognizable as English
Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate partial control of the conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of the conventions with occasional errors that hinder comprehension	-demonstrate a lack of control of the conventions with frequent errors that make comprehension difficult	-are minimal, making frequent errors that are recognizable as English	-are minimal, making frequent errors that are recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

1 :

Answer:
4
Point Value:
1

2 : Standard(s): [1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [CC.1.2.9-10.A](#), [CC.1.2.9-10.D](#), [CC.1.2.9-10.E](#), [CC.1.2.11-12.A](#), [CC.1.2.11-12.B](#), [CC.1.2.11-12.C](#), [CC.1.2.11-12.E](#), [CC.1.2.11-12.F](#), [CC.1.2.11-12.G](#), [CC.1.3.11-12.B](#), [CC.1.3.11-12.E](#), [CC.1.5.11-12.C](#)

Answer:
2
Point Value:
1

3 : Standard(s): [1.3.12.B](#), [1.3.L.B](#), [1.3.9.D](#), [1.3.10.D](#), [1.3.11.D](#), [1.3.12.D](#), [1.3.L.D](#), [L.F.2.4.1](#), [L.F.2.5.1](#), [L.F.2.5.2](#), [L.F.2.5.3](#), [L.N.2.3.4](#)

Answer:
3
Point Value:
1

4 : Standard(s): [1.3.9.A](#), [1.3.10.A](#), [1.3.11.A](#), [1.3.12.A](#), [1.3.L.A](#), [1.3.9.B](#), [1.3.10.B](#), [1.3.11.B](#), [1.3.12.B](#), [1.3.L.B](#), [1.3.9.C](#), [1.3.10.C](#), [1.3.11.C](#), [1.3.12.C](#), [1.3.L.C](#), [1.3.9.D](#), [1.3.10.D](#), [1.3.11.D](#), [1.3.12.D](#), [1.3.L.D](#), [L.F.2.2.1](#), [L.F.2.2.2](#), [L.F.2.2.3](#), [L.F.2.2.4](#), [L.F.2.3.1](#), [L.F.2.3.2](#), [L.F.2.3.3](#), [L.F.2.3.4](#), [L.F.2.3.5](#), [L.F.2.3.6](#), [L.F.2.4.1](#), [L.F.2.5.1](#), [L.F.2.5.2](#), [L.F.2.5.3](#), [L.N.2.2.1](#), [L.N.2.2.2](#), [L.N.2.2.3](#), [L.N.2.3.1](#), [L.N.2.3.2](#), [L.N.2.3.3](#), [L.N.2.3.4](#), [L.N.2.3.5](#), [L.N.2.3.6](#), [CC.1.2.8.F](#), [CC.1.3.9-10.B](#), [CC.1.3.9-10.D](#), [CC.1.3.9-10.G](#), [CC.1.3.9-10.H](#), [CC.1.3.9-10.K](#), [CC.1.3.11-12.C](#), [CC.1.3.11-12.D](#), [CC.1.3.11-12.G](#), [CC.1.3.11-12.H](#)

Answer:
1
Point Value:
1

5 : Standard(s): [1.1.9.D](#), [1.1.10.D](#), [1.1.12.D](#), [1.1.L.D](#), [1.3.10.A](#), [1.3.11.A](#), [1.3.12.A](#), [1.3.L.A](#), [1.3.9.B](#), [1.3.10.B](#), [1.3.11.B](#), [1.3.12.B](#), [1.3.L.B](#), [1.3.9.C](#), [1.3.10.C](#), [1.3.11.C](#), [1.3.12.C](#), [L.F.1.3.1](#), [L.F.1.3.2](#), [L.F.2.2.1](#), [L.F.2.2.2](#), [L.F.2.2.3](#), [L.F.2.2.4](#), [L.F.2.3.1](#), [L.F.2.3.3](#), [L.F.2.3.4](#), [L.F.2.4.1](#), [L.N.1.3.1](#), [L.N.1.3.2](#), [L.N.2.2.1](#), [L.N.2.2.2](#), [L.N.2.2.3](#), [L.N.2.3.4](#), [L.N.2.3.6](#), [CC.1.2.8.F](#), [CC.1.3.9-10.B](#), [CC.1.3.9-10.D](#), [CC.1.3.9-10.G](#), [CC.1.3.9-10.H](#), [CC.1.3.9-10.K](#), [CC.1.3.11-12.D](#), [CC.1.3.11-12.G](#), [CC.1.3.11-12.H](#), [CC.1.3.11-12.K](#)

Answer:
4
Point Value:
1

6 : Standard(s): [1.2.9.A](#), [1.2.10.A](#), [1.2.11.A](#), [1.2.12.A](#), [1.2.L.A](#), [1.2.9.B](#), [1.2.10.B](#), [1.2.11.B](#), [1.2.12.B](#), [1.2.9.C](#), [1.2.10.C](#), [1.2.11.C](#), [1.2.12.C](#), [1.2.L.C](#), [1.2.9.D](#), [1.2.10.E](#), [1.2.11.E](#), [1.2.12.E](#), [1.2.L.E](#), [L.F.2.1.1](#), [L.F.2.1.2](#), [L.N.2.1.1](#), [L.N.2.1.2](#), [L.N.2.4.1](#), [L.N.2.4.2](#), [L.N.2.4.3](#), [L.N.2.4.4](#), [L.N.2.4.5](#), [CC.1.2.9-10.A](#), [CC.1.2.9-10.D](#), [CC.1.2.9-10.E](#), [CC.1.2.11-12.A](#), [CC.1.2.11-12.B](#), [CC.1.2.11-12.C](#), [CC.1.2.11-12.E](#), [CC.1.2.11-12.F](#), [CC.1.2.11-12.G](#), [CC.1.3.11-12.B](#), [CC.1.3.11-12.E](#), [CC.1.5.11-12.C](#)

Answer:
3
Point Value:
1

- 7 : Standard(s): [1.1.9.D](#), [1.1.10.D](#), [1.1.12.D](#), [1.1.L.D](#), [1.3.10.A](#), [1.3.11.A](#), [1.3.12.A](#), [1.3.L.A](#), [1.3.9.B](#), [1.3.10.B](#), [1.3.11.B](#), [1.3.12.B](#), [1.3.L.B](#), [1.3.9.C](#), [1.3.10.C](#), [1.3.11.C](#), [1.3.12.C](#), [L.F.1.3.1](#), [L.F.1.3.2](#), [L.F.2.2.1](#), [L.F.2.2.2](#), [L.F.2.2.3](#), [L.F.2.2.4](#), [L.F.2.3.1](#), [L.F.2.3.3](#), [L.F.2.3.4](#), [L.F.2.4.1](#), [L.N.1.3.1](#), [L.N.1.3.2](#), [L.N.2.2.1](#), [L.N.2.2.2](#), [L.N.2.2.3](#), [L.N.2.3.4](#), [L.N.2.3.6](#), [CC.1.2.8.F](#), [CC.1.3.9-10.B](#), [CC.1.3.9-10.D](#), [CC.1.3.9-10.G](#), [CC.1.3.9-10.H](#), [CC.1.3.9-10.K](#), [CC.1.3.11-12.D](#), [CC.1.3.11-12.G](#), [CC.1.3.11-12.H](#), [CC.1.3.11-12.K](#)

Answer:

2

Point Value:

1

- 8 : Standard(s): [1.3.12.B](#), [1.3.L.B](#), [1.3.9.D](#), [1.3.10.D](#), [1.3.11.D](#), [1.3.12.D](#), [1.3.L.D](#), [L.F.2.4.1](#), [L.F.2.5.1](#), [L.F.2.5.2](#), [L.F.2.5.3](#), [L.N.2.3.4](#)

Answer:

1

Point Value:

1

- 9 : Standard(s): [1.3.12.B](#), [1.3.L.B](#), [1.3.9.D](#), [1.3.10.D](#), [1.3.11.D](#), [1.3.12.D](#), [1.3.L.D](#), [L.F.2.4.1](#), [L.F.2.5.1](#), [L.F.2.5.2](#), [L.F.2.5.3](#), [L.N.2.3.4](#)

Answer:

2

Point Value:

1

- 10 : Standard(s): [1.1.9.D](#), [1.1.10.D](#), [1.1.12.D](#), [1.1.L.D](#), [1.3.10.A](#), [1.3.11.A](#), [1.3.12.A](#), [1.3.L.A](#), [1.3.9.B](#), [1.3.10.B](#), [1.3.11.B](#), [1.3.12.B](#), [1.3.L.B](#), [1.3.9.C](#), [1.3.10.C](#), [1.3.11.C](#), [1.3.12.C](#), [L.F.1.3.1](#), [L.F.1.3.2](#), [L.F.2.2.1](#), [L.F.2.2.2](#), [L.F.2.2.3](#), [L.F.2.2.4](#), [L.F.2.3.1](#), [L.F.2.3.3](#), [L.F.2.3.4](#), [L.F.2.4.1](#), [L.N.1.3.1](#), [L.N.1.3.2](#), [L.N.2.2.1](#), [L.N.2.2.2](#), [L.N.2.2.3](#), [L.N.2.3.4](#), [L.N.2.3.6](#), [CC.1.2.8.F](#), [CC.1.3.9-10.B](#), [CC.1.3.9-10.D](#), [CC.1.3.9-10.G](#), [CC.1.3.9-10.H](#), [CC.1.3.9-10.K](#), [CC.1.3.11-12.D](#), [CC.1.3.11-12.G](#), [CC.1.3.11-12.H](#), [CC.1.3.11-12.K](#)

Answer:

4

Point Value:

1