

Response to Literary and Informational Text/Essay Making and Supporting Analytical Judgments

Student's name: _____

Date of exhibition: _____

Panelist's name: _____

Standard(s)	Substantially below proficient (5)	Partially proficient (15)	Proficient (20)	Proficient with distinction (25)	Score 25 pts ea./100 max.
W-9 Writing Conventions W-10-9.1	Many and numerous errors in grammar, punctuation, spelling, capitalization and sentence structure	Consistent errors in grammar, punctuation, spelling, capitalization and sentence structure	Some errors in grammar, punctuation, spelling, capitalization and sentence structure	No errors in grammar, punctuation, spelling, capitalization and sentence structure	
W-10 Writing Process	There is no evidence that the writing is a result of a plan, use of graphic organizer, rough draft and final copy.	A few edits have been made but the writing is not result of a plan, use of graphic organizer, rough draft and final copy.	Editing and rewriting has taken place and it is evident that the writing is a result of a plan, use of graphic organizer, rough draft and final copy.	There is clear and consistent evidence that the writing is a result of a plan, use of graphic organizer, rough draft, revising and final copy.	
W-1 Structures of Language	There is no variation of sentence length, paragraphing, and application of a format appropriate to the writing's purpose.	There is some variation of sentence length, paragraphing, and application of a format appropriate to the writing's purpose.	There is consistent variation of sentence length, paragraphing, and application of a format appropriate to the writing's purpose.	There is excellent variation of sentence length, paragraphing, and application of a format appropriate to the writing's purpose.	
W-3 Response to literary or informational texts- make and support analytical judgments	There is no clear thesis, inferencing about the characters, plot, setting, etc., and paragraphs with transitions/conclusions	There is an unclear thesis, little inferencing about the characters, plot, setting, etc., and few paragraphs with transitions or conclusions	There a clear thesis, some inferencing about the characters, plot, setting, etc., and paragraphs with transitions and conclusions	There a well articulated, clear thesis, inferencing about the characters, plot, setting, etc., and paragraphs with transitions/conclusions.	

Total _____

Comments: