Name:

| Criteria for Evaluation | Level 1 <br> Minimal | Level 2 <br> Emerging | Level 3 Competent | Level 4 <br> Exemplary |
| :---: | :---: | :---: | :---: | :---: |
| Knowledge and understanding of the ideas and concepts related to the questions. <br> (Up to 10 points available). | Does not understand the problem in depth. <br> Contains only re-stated information, does not demonstrate ability to apply the information or concepts. | Some sense of a logical layout is apparent in responses to the question. Shows a vague understanding of the major concepts and themes. | Considerable clarity and articulation are presented. However, some elements of the assignment are not addressed in a way that shows a clear understanding. | Student <br> clearly understands the assignment and has demonstrated insight and thoughtful analysis. |
| Communication and supporting evidence presented in responses to question. <br> (Up to 5 points available). | Inadequate articulation of thought. Lacks logical progression of thought. No focus within arguments or responses. | There is some attempt to coordinate responses to the problem/question, but student lacks clarity and focus. | Student presents evidence of having read the material with some thoroughness, but may lack some details or critical insight. | Clear <br> articulation of thoughts and fluency of sentences. Logical and highly effective progression of thought. |
| Correct grammatical structure including spelling and suitable vocabulary. <br> (Up to 5 points available). | Inappropriate diction. <br> Grammatically inaccurate with shifting verb tenses. | Several major grammatical errors and inconsistent usage of verb tenses. Diction is limited. | Considerable use of accurate and appropriate diction. Few grammatical errors. Verb tenses kept fairly consistent throughout. | Major points stated clearly. Makes several connections between the important points in the assignment and the content in the text. |
| Total Points available : /20 |  |  |  |  |

