**Scoring Guide for Student Products**

Top of Form

**Holistic Scoring Guide for Student Products Part I Content: Compare/Contrast**

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|  | **5 Exemplar** | **4 Not Quite Exemplar** | **3 Developed** | **2 Not Quite Developed** | **1 Limited** | **0** | **Weight** | **Actual Score** | **Total Points** |
| Preparation Process | Student uses extensive preparation tasks to organize varied/substantial/abundant resources; identifies clear purpose and targets audience; demonstrates purposeful and extensive reflection/revision. Details highly organized. |  | Student uses at least one adequate preparation task to organize varied and adequate resources; has reasonably clear purpose; implies audience; demonstrates adequate reflection/revision. Attempt made to organize details. |  | Student preparation tasks missing or weak with minimal organization of resources; information gathering, purpose, and reflection/revision weak or missing; target audience not identified. Few details organized. |  | \_\_\_\_ \* | \_\_\_\_ = |  |
| Content Knowledge | The purpose/main point is clearly defined. The student demonstrates strong critical thinking and well integrated ideas, and maintains clear focus and a compelling and original voice. The student compares and contrasts two things using specific examples to support his position. There is evidence of genuine learning – others find work useful and benefit from this product. |  | The main point is only implied or partially stated. The student shows some evidence of critical thinking and integration, as well as focus, style, and voice. The student compares and contrasts two things but uses few or somewhat unclear examples to support his position. There is new learning but for the student only – not developed or useful for others. |  | The main point is unclear. There is little or no evidence of critical thinking or integration and a lack of focus, style, and voice. The student does not compare/contrast two things, and uses inappropriate or no examples to support his position. There is no evidence of new learning – not developed or useful for student or others. |  | \_\_\_\_ \* | \_\_\_\_ = |  |
| Format and Structure | The introduction and conclusion are highly effective, and the overall structure is concise with a strong organizational pattern, smooth flow, and transitions. Author’s style compelling, original, and fresh. Sources are well documented. |  | Introduction and conclusion are evident. Organization and flow are also evident, but not sustained. There is some evidence of variety of expression and transitions. Author’s style clear. Sources are mostly documented. |  | Introduction and conclusion are ineffective or missing, there is no organizational pattern, and the work lacks flow, variety of expression, and transitions. Author’s style missing or weak. Sources are missing or weak. |  | \_\_\_\_ \* | \_\_\_\_ = |  |

**Holistic Scoring Guide for Student Products Part II Craftsmanship: Compare/Contrast**

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|  | **5 Exemplar** | **4 Not Quite Exemplar** | **3 Developed** | **2 Not Quite Developed** | **1 Limited** | **0** | **Weight** | **Actual Score** | **Total Points** |
| Text Communication | Communication is highly fluent and detailed expression with powerful, vivid word choice. Only minor or no mechanical errors. |  | Communication is fluent with some details and acceptable word choice. Few mechanical errors. |  | Communication lacks fluency and details, using words that are dull, weak or inappropriate for audience. Many mechanical errors. |  | \_\_\_\_ \* | \_\_\_\_ = |  |

Bottom of Form