

## WWHS Response to Literature

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
<b>Prepares the Reader</b>	<p>Skillfully hooks reader &amp; introduces topic (introduction, title)</p> <p>Introduces precise and insightful claim</p> <p>Skillfully establishes and thoroughly maintains a formal style and authoritative voice (tense, POV)</p>	<p>Hooks reader &amp; introduces topic (W.9-10.2a) (introduction, title)</p> <p>Introduces precise and knowledgeable claim (W.9-10.2a)</p> <p>Establishes and maintains a formal style and authoritative voice (tense, POV) (W.9-10.2e)</p>	<p>Attempts to hook the reader &amp; introduce the topic but lacks clarity(introduction, title)</p> <p>Claim is unclear</p> <p>Attempts to maintain a formal style; authoritative voice is lacking (tense, POV)</p>	<p>No attempt to hook the reader &amp; introduce the topic(introduction, title)</p> <p>Claim is invalid or does not address the prompt</p> <p>Informal style; tone is inappropriate (tense, POV)</p>
<b>Analysis and Development of Topic</b>	<p>Exceptional development of topic through rich, vivid references to text (details, quotes)</p> <p>Provides an original, sophisticated and complex analysis of text</p> <p>Effective Focus</p>	<p>Thorough development of topic through relevant references to text (details, quotes) (W.9-10.2b)</p> <p>Provides an effective, relevant analysis of text (W.9-10.2)</p> <p>Effective Focus</p>	<p>Provides some evidence in the form of references but does not fully develop the topic; limited use of details, quotes</p> <p>Attempts to analyze text but analysis may be incomplete or cause confusion</p> <p>Somewhat Focused</p>	<p>Provides information that may not be accurate or relevant to the topic; insufficient use of details and quotes</p> <p>Analysis is irrelevant or incomplete or text is misinterpreted</p> <p>Lacks Focus</p>
<b>Creates an Organizing Structure</b>	<p>The response is skillfully organized from beginning to end including an opening, body, and conclusion. The organizational structure enhances the response(Topic/Wrap-Up Sentences)</p> <p>Skillfully uses words, phrases and clauses to guide reader and link major ideas; clarifies the relationships among complex ideas and concepts</p>	<p>The response is clearly organized from beginning to end including an opening, body, and conclusion. (Topic/Wrap-Up Sentences (W.9-10.2a, b, f)</p> <p>Uses words, phrases and clauses to link major ideas; clarifies the relationships among claims and evidence (W.9-10.2c)</p>	<p>The response includes an opening, body, and conclusion; however, one of these elements causes confusion. (Topic/Wrap-Up Sentences</p> <p>Uses some words, phrases and clauses to create cohesion; notes the relationships among claims and evidence</p>	<p>The organization is incomplete or more than one of the elements causes confusion (Topic/Wrap-Up Sentences</p> <p>Little cohesion when stating the relationships between claims and evidence</p>
<b>Language/Conventions</b>	<p>Skillfully uses precise, vivid, descriptive language to effectively manage topic</p> <p>Demonstrates exemplary command of conventions of standard English:</p> <ul style="list-style-type: none"> <li>• Grammar/usage</li> <li>• sentence variety</li> <li>• capitalization</li> <li>• punctuation</li> <li>• spelling</li> </ul>	<p>Uses precise language to manage topic (W.9-10.2d)</p> <p>Demonstrates command of conventions of standard English (L.9-10.1, 2):</p> <ul style="list-style-type: none"> <li>• grammar/usage</li> <li>• sentence variety</li> <li>• capitalization</li> <li>• punctuation</li> <li>• spelling</li> </ul> <p>Minor errors do not interfere with meaning</p>	<p>Uses general language that is mostly related to the topic. Language may be imprecise and vague.</p> <p>Attempts to demonstrate command of conventions of standard English:</p> <ul style="list-style-type: none"> <li>• grammar/usage</li> <li>• sentence variety</li> <li>• capitalization</li> <li>• punctuation</li> <li>• spelling</li> </ul> <p>Errors may interfere with meaning</p>	<p>Language is often imprecise or vague</p> <p>Does not demonstrate command of conventions of standard English:</p> <ul style="list-style-type: none"> <li>• grammar/usage</li> <li>• sentence variety</li> <li>• capitalization</li> <li>• punctuation</li> <li>• spelling</li> </ul> <p>Errors consistently interfere with meaning</p>

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

---



---



---



---