

GOOD QUESTIONS SCORING GUIDE

SCORING CRITERIA	EXCEPTIONAL		ADEQUATE			INADEQUATE		NO ATTEMPT	
	SUPERIOR	SOLID	SATISFACTORY		SIMPLE	SUBSTANDARD			
	A	B	C			D	F		
	9	8	7	6	5	4	3	2	1
<p>APPROPRIATENESS Is the response clear, complete, and comprehensive?</p> <p>Score:</p>	<p>Exceptionally clear, focused, and compelling. Tough to put down.</p> <p>Responds comprehensively. Goes into detail and in-depth.</p> <p>Uses tone, format, and style to enhance meaning.</p> <p>Highly engaging and expressive. Professional.</p> <p>Powerful opening. Well-crafted transitions. Satisfying conclusion.</p> <p>Grips audience's attention</p>	<p>Clear, focused, and interesting. Holds the reader's attention.</p> <p>Responds completely. Provides details and examples.</p> <p>Tone, format, and style well suited to topic, audience, or purpose.</p> <p>Engaging and expressive. Sincere.</p> <p>Strong lead. Strong, thoughtful transitions. Appropriate sense of closure.</p> <p>Consistently reaches out to the audience.</p>	<p>Clear and focused in most sections. Formulaic. Mechanical.</p> <p>Responds concisely. Straight to the point.</p> <p>Tone, format, and style reasonably appropriate for topic, audience, or purpose.</p> <p>Straightforward and succinct. Lively and expressive in some parts.</p> <p>Functional lead. Transitions present and helpful. Functional conclusion.</p> <p>Considers and respects the audience.</p>	<p>Occasionally unclear. Underdeveloped or underdeveloped.</p> <p>Responds somewhat clearly but not completely or comprehensively.</p> <p>Occasionally questionable tone, format, and / or style for topic, audience, or purpose.</p> <p>Functional – sometimes distant and / or encyclopedic.</p> <p>Lead attempted. Transitions are weak or missing. Conclusion attempted.</p> <p>Loses audience's attention in some parts.</p>	<p>Unclear. Confusing. Loosely focused. Lacks a central idea or purpose.</p> <p>Responds unclearly, incompletely, and / or briefly.</p> <p>Tone, format, and style is difficult to identify OR inappropriate for topic audience, or purpose.</p> <p>Flat and lifeless OR too informal and / or insincere.</p> <p>No real lead, body, and/or conclusion. Transitions not attempted. A random collection of details.</p> <p>Little concern for audience.</p>	<p>No attempt to connect with the audience.</p>			
<p>AUTHENTICITY Does the response reflect and represent the depth and extent of the student's learning?</p> <p>Score:</p>	<p>Demonstrates and communicates extensive self-knowledge of how and why concepts and procedures can be used within the subject area, across the curriculum, and beyond the classroom.</p> <p>Strong and deep personal interest and commitment to the text or topic.</p>	<p>Demonstrates and communicates deep knowledge of how and why concepts and procedures can be used to attain and explain answers, outcomes, results, and solutions within the subject area.</p> <p>Evident personal interest and commitment to the text or topic.</p>	<p>Demonstrates and communicates basic knowledge of details and facts and / or how concepts and procedures can be used to answer questions, address problems, and accomplish tasks.</p> <p>Committed to discussing the text or topic. Some personal interest.</p>	<p>Demonstrates and communicates limited knowledge of details, facts, and terms and functional understanding of how to perform routine procedures.</p> <p>Limited commitment to the text or topic. Minimal personal interest.</p>	<p>Demonstrates and communicates little to no knowledge of facts, concepts, and procedures and how they can be used to attain and explain answers, outcomes, results, or solutions.</p> <p>Little commitment to the text or topic. Lacks personal interest.</p>	<p>No attempt to express and share depth and extent of learning.</p>			

TOTAL SCORE: _____



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ACCURACY Is the response correct and credible? Score:	Precise response that is strengthened and supported with insightful examples, explanations, and evidence. Demonstrates extensive understanding of concepts, content, and procedures. Examines, explains, and explores ideas and information, in detail and in-depth. No grammatical or mechanical errors.	Exact response that is supported with credible examples, explanations, and evidence. Demonstrates deep understanding of concepts, content, and procedures. Examines and explains ideas and information in detail. Few grammatical or mechanical errors.	Correct response that includes with some examples, explanation, and evidence. Demonstrates understanding of concepts, content, and procedures. Identifies and explains ideas and information with some detail and depth. Some grammatical and mechanical errors.	Correct response with minimal to no supporting examples, explanation, or evidence. Some incorrect or details and information. Some irrelevant or missing details and ideas. Noticeable grammatical and mechanical errors.	Incorrect response with inaccurate examples, explanations, or evidence. Information is incorrect or irrelevant. Key details are missing. Ideas are not developed or undeveloped. Serious grammatical and mechanical errors.	Does not attempt to answer the question.			
ACCEPTABILITY Does the response meet criteria and expectations? Score:	Exceed criteria and expectations. Powerful main idea, thesis, story line. Thoroughly addresses, explains, and explores the topic. Expands upon the ideas and information presented in the text or topic. Strong organization Enticing layout. Looks professional. Pleasure to read. Lyrical. Appealing. Ready to be presented or published.	Goes beyond criteria and expectations. Elaborates on the ideas and information presented in the text or topic. Solidly organized. Pleasing layout. Easy to understand and process. Highly readable. Sounds good read orally. Ready to be presented or published with some minor edits and revisions.	Meets criteria and expectations. Addresses the ideas and information presented in text or topic. Organized. Acceptable layout. Sentence structure and / or paragraphing evident. Readable. Grammatical, natural, pleasant phrasing. Adequate but should be reviewed for edits and revisions before presenting or publishing.	Attempts to meet criteria and expectations. Refers to the ideas and information presented in text or topic. Vague organization. More attention to layout needed. Mechanical phrasing and simply structured. Thorough editing and revisions required before publishing.	Does not meet criteria and expectations. Does not reference or represent the ideas and information presented in the text or topic - OR goes off-topic. Disorganized. Layout and structure are vague. Run-ons, choppy sentences, and fragments. Very hard to read. Many awkward moments. Difficult to read aloud. Can only be read with extensive oral editing (fill in missing words, rephrasing). Extensive edits and revisions needed before presenting or publishing.	Does not attempt to address expectations.			



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AFFECTIVE How did you do and how could you improve?	Awesome! Awe-inspiring! Above and beyond expectations!	Better than expected Beyond expectations. Bet you can do even better.	Choose to accept your grade, Choose to find and fix your errors and mistakes. Choose to describe or explain further, Choose to go more in detail or in-depth. Choose to provide more insight. Choose to express and share in your own way.	Don't worry. Don't give up. Do it again. Do over.	Did you forget to do it? Do you forego it?				

Teacher Comments: Why did the student receive this grade and how could they continue / improve their success?

