Definitions of LDC Informational/Expository Scoring Elements

Teacher Resource

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| Focus | The scoring element “focus” is initiated by the teacher prompt and addresses how clearly and completely the author responds to the prompt and maintains focus on developing all aspects of the prompt steadily throughout the piece.  |
| Controlling Idea | The scoring element “controlling idea” addresses how well the thesis statement is established and how clearly the purpose is maintained and developed. It would be possible for the student to establish and develop a controlling idea but completely miss the focus by not responding to the prompt. |
| Reading/Research | The scoring element “reading/research” addresses the effective use of the resources provided or researched to support the establishment and development of the controlling idea and also addresses the accuracy of quotation and paraphrasing. At level two, the research element also addresses the credibility of sources. |
| Development | The scoring element “development” addresses whether there are enough appropriate and effective facts, reasons, examples, and details provided to support the thesis statement and whether the author explicitly explains how the evidence supports the thesis statement. Also addressed by this element are, at level two, implications suggested by the information and, at level three, recognition of information gaps and unanswered questions. |
| Organization | The scoring element “organization” addresses how well an appropriate text structure is used to address the prompt and develop the controlling idea; how logically and effectively ideas are grouped and sequenced to support explanation and reasoning within the text structure; and how well terms related to the text structure (transition words) are used to support the organization. |
| Conventions | The scoring element “conventions” addresses correctness of grammar, usage, mechanics, tone and language. It also addresses the match of conventions to fit with the prompt, purpose, and audience and the effectiveness of conventions in supporting the coherent expression of ideas and reasoning. The appropriate use and correct formatting of citations is also included as a convention. |
| Content Understanding | The scoring element “content understanding” addresses the synthesis of relevant and accurate disciplinary content appropriate to the prompt and the presentation of that information in a way that demonstrates understanding. For example, understanding would be demonstrated through explanation and expansion on the information from the sources.  |

*This teacher resource was created to provide further explanation of each scoring element of the LDC informational/expository rubric. This document is intended to be used when scoring and/or facilitating student rubric translation.*

Definitions of LDC Argumentation Scoring Elements

Teacher Resource

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| Focus | The scoring element “focus” is initiated by the teacher prompt and addresses how clearly and completely the author responds to the prompt, establishing and developing a position, steadily and convincingly, with a focus on all aspects of the prompt throughout the piece.  |
| Controlling Idea | The scoring element “controlling idea” addresses how well the claim is established and developed and, at level two, how fairly and thoroughly any counter claims are developed. It would be possible for the student to establish and develop a controlling idea but completely miss the focus by not responding to the prompt. |
| Reading/Research | The scoring element “reading/research” addresses the effective use of the resources provided or researched to support the establishment and development of the controlling idea and the accuracy of quotation and paraphrasing.  |
| Development | The scoring element “development” addresses whether there are enough appropriate and effective facts, reasons, examples, and details provided to support the claim and whether the author explicitly explains how the evidence supports the claim. At level three, the element addresses whether clarifying or illuminating connections are made to past or current issues or events.  |
| Organization | The scoring element “organization” addresses how well an appropriate text structure is used to address the prompt and develop the controlling idea; how logically and effectively ideas are grouped and sequenced to support explanation and reasoning within the text structure; and how well terms related to the text structure (transition words) are used to support the organization. |
| Conventions | The scoring element “conventions” addresses correctness of grammar, usage, mechanics, tone and language. It also addresses the match of conventions to fit with the prompt, purpose, and audience and the effectiveness of conventions in supporting the coherent expression of ideas and reasoning. The appropriate use and correct formatting of citations is also included as a convention. |
| Content Understanding | The scoring element “content understanding” addresses the synthesis of relevant and accurate disciplinary content appropriate to the prompt and the presentation of that information in a way that demonstrates understanding. For example, understanding would be demonstrated through explanation and expansion on the information supporting the claims and counterclaims. |

*This teacher resource was created to provide further explanation of each scoring element of the LDC argumentation rubric. This document is intended to be used when scoring and/or facilitating student rubric translation.*