**IB LANGUAGE AND LITERATURE SCORING GUIDE FOR IN-CLASS ESSAY**

**This is a first-draft response and should be assessed as such.**

The response is assessed holistically.

**6**

The six essay is **superior**, demonstrating an insightful understanding, analysis and evaluation of the texts. The essay shows a sophisticated approach to synthesis, including pertinent references and well- chosen examples. Language is very clear, effective, carefully chosen and precise, (no vague language) with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task. There is very good focus, with coherent structure (use of effective transitions) and development. Despite its clarity and precision, the essay need not be error-free.

**5**

The five essay is **proficient**, demonstrating a clear analysis and understanding of the texts at an interpretive level. The essay clearly synthesizes the concepts within the texts. References may be explicit or implicit and convincingly advance the argument. Language is clear, specific and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; (minimal vague language) register and style are consistently appropriate to the task. There is good focus, and a mostly coherent structure (use of transitions) and development. Errors may be present, but are not distracting.

**4**

The four essay is **competent**. Understanding of the texts tends to be literal and superficial. Minimal analysis and some synthesis are apparent. The essay may rely heavily on paraphrasing and long quotations. References and examples are present, but may be limited in advancing the argument. Language is sometimes clear and carefully chosen; (some vague language) grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task. The writing is organized and uses a straightforward structure with some transitions. Some errors are evident and make some sections difficult to comprehend.

**3**

The three essay is **barely adequate**. Understanding of the texts may be partially flawed. (Maybe you didn’t read the entire book.) An attempt at synthesis of ideas is evident but the point is lost. References to the texts are not used or are not clearly connected to a central idea (seem random) or may be repetitive. The essay may show some sense of purpose, but errors are distracting and/or make some of the writing difficult to understand.

**2**

The two essay is **inadequate**. While there is an attempt to address the topic, understanding of the texts or the task may be seriously flawed. No references to texts and no examples. Errors are recurring, distracting, and impede meaning. The work does not reach a standard described by the descriptors above.

**1**

The one essay is **unacceptable**. The essay does not meet the purpose of the task or may be too brief to address the topic. There is a serious lack of control in the writing.