**Short Answer Response Rubric**

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| **Criteria** | **0**  **Far Below Expectations** | **1**  **Below Expectations** | **2**  **Approaching Expectations** | **3**  **Meets Expectations** | **4**  **Exceeds Expectations** |
| **Claim & Support** | No claim present or evidence present | Attempts to establish a claim that is unclear or disconnected from the topic; or does not answer each question.  Includes almost no evidence from the text; evidence is based on personal experience or unconnected sources. | Establishes a claim to answer each question that needs more development.  Refers to some evidence from the text that loosely or vaguely supports the claim. | Establishes a clear and plausible claim to answer each question.  Cites mostly strong evidence that supports the claim. | Establishes a credible and convincing claim to answer each question.  Cites sufficient and relevant evidence to fully support the claim. |
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| **Development** | No development present | Attempts to explain some connections between evidence and claim in an unclear or disconnected way. | Explains the connection between some evidence and the claim; some explanations revolve around personal feelings rather than analysis. | Clearly explains the connections between the selected evidence and the claim. | Analyzes the relevance and strength of the evidence in supporting the claim. |
| **Conventions** | Writing is incomprehensible. | Attempts to use some English conventions, though errors frequently inhibit reader’s comprehension.  Uses informal language and tone. | Demonstrates some command of English conventions with some errors that inhibit reader’s comprehension.  Uses language and tone that are inconsistently academic or inconsistently appropriate for audience and purpose. | Demonstrates a working command of English conventions with some errors that do not inhibit reader’s comprehension.  Uses language and tone that are academic. | Demonstrates a strong command of English conventions with few, minor errors.  Uses language and tone that are appropriate to audience and purpose. |