**IB Written Assignment Scoring Guide** (from descriptors on page 49 of the **English A: Literature** Subject Guide)

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| **Criterion** | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
| **A. Reflective Statement:** to what extent does the student show how his or her understanding of cultural and contextual elements was developed through the interactive oral? | **0**: The work does not meet the standard described by the descriptors to the right | **1**: Reflection on the interactive oral shows superficial development of the student’s  understanding of cultural and contextual elements. | **2**: Reflection on the interactive oral shows some development of the student’s  understanding of cultural and contextual elements. | **3**: Reflection on the interactive oral shows development of the student’s understanding of  cultural and contextual elements. | N/A | | |
| **B. Knowledge and Understanding:** How effectively has the student used the topic and the essay to show knowledge and understanding  of the chosen work? | **0**: The work does not meet the standard described by the descriptors to the right | **1 or 2**: The essay shows some knowledge but little understanding of the work used for the  assignment. | | **3 or 4**: The essay shows knowledge and understanding of, and some insight into, the work used  for the assignment. | | **5 or 6**: The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment. | |
| **C. Appreciation of the Writer’s Choices:** To what extent does the student appreciate how the writer’s choices of form, structure, technique and  style shape meaning? | **0**: The work does not meet the standard described by the descriptors to the right | **1 or 2**: There is some mention, but little appreciation, of the ways in which language, structure,  technique and style shape meaning. | | **3 or 4**: There is adequate appreciation of the ways in which language, structure, technique and  style shape meaning. | | **5 or 6**: There is excellent appreciation of the ways in which language, structure, technique and style shape meaning. | |
| **D. Organization and Development:** How effectively have the ideas been organized, and how well are references to the works integrated  into the development of the ideas? | **0**: The work does not meet the standard described by the descriptors to the right | **1**: There is some attempt to organize ideas, but little use of examples from the works used. | **2**: Ideas are superficially organized and developed, with some integrated examples from  the works used. | **3**: Ideas are adequately organized and developed, with appropriately integrated examples  from the works used. | **4**: Ideas are effectively organized and developed, with well-integrated examples from the  works used. | **5**: Ideas are persuasively organized and developed, with effectively integrated examples  from the works used. | N/A |
| **E. Language**  • How clear, varied and accurate is the language?  • How appropriate is the choice of register, style and terminology? (“Register” refers, in this context,  to the student’s use of elements such as vocabulary, tone, sentence structure and terminology  appropriate to the task.) | **0**: The work does not meet the standard described by the descriptors to the right | **1**: Language is rarely clear and appropriate; there are many errors in grammar, vocabulary  and sentence construction, and little sense of register and style. | **2**: Language is sometimes clear and carefully chosen; 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. | **3**: Language is clear and carefully chosen, with an adequate degree of accuracy in  grammar, vocabulary and sentence construction, despite some lapses; register and style  are mostly appropriate to the task. | **4**: Language is clear and carefully chosen, with a good degree of accuracy in grammar,  vocabulary and sentence construction; register and style are consistently appropriate to  the task. | **5**: Language is very clear, effective, carefully chosen and precise, with a high degree of  accuracy in grammar, vocabulary and sentence construction; register and style are  effective and appropriate to the task. | N/A |

**Total: /25**