**IB-P Essay Grading Rubric**

**Based on IBO’s Written Criterion for the External Assessment for World Literature Essay**

**Criterion A: Knowledge and understanding of the work: techniques create meaning**

**How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?**

Marks Level Descriptor

0 The work does not reach a standard described by the descriptors below.

10 The essay shows *some knowledge but little understanding* of the work used for the assignment.

20 The essay shows *knowledge and understanding of, and some insight into* the work used for the assignment.

30 The essay shows *detailed knowledge and understanding of, and*  perceptive insight into the work.

**Criterion B: Appreciation of the writer’s choices: appreciation of the author**

**To what extend does the student appreciate how the writer’s choice of form, structure, technique, and style shape meaning? How insightful and perceptive is the student’s analysis for underlying meaning, using exact text evidence?**

Marks Level Descriptor

0 The work does not reach a standard described by the descriptors below.

10 There is *some mention, but little appreciation* of the ways in which language, structure, and style shape meaning.

20 There is *adequate appreciation* of the ways in which language, structure, technique, and style shape meaning.

30 There is *excellent appreciation* of the ways in which language, structure, technique, and style shape meaning.

**Criterion C: Organization and development of the student’s writing**

**How effectively have the ideas been organized, and how well are the references to works integrated into the development of the idea – tone, diction, syntax, purpose – and are the references supportive to the essay? How well has the student followed the meaning of the prompt?**

Marks Level Descriptor

0 The work does not reach a standard described by the descriptors below.

5 Ideas are *superficially organized and developed,* with some integrated examples from the work.

10 Ideas are *adequately organized and developed,* with well-integrated examples from the work.

15 Ideas are *effectively organized and developed,* with well integrated examples from the work.

20 Ideas are *persuasively organized and developed, with effectively integrated examples* from the work.

**Criterion D: Language of the students writing**

**How clear, varied, and accurate is the student’s language? How appropriate is the student’s choice of register, style, and terminology? (“Register” refers, in this context, to the students use of vocabulary, grammar, tone, syntax, and terminology appropriate to the task. It also refers to the proper language register for writing)**

Marks Level Descriptor

0 The work does not reach a standard described by the descriptors below

5 Language is *rarely clear and appropriate;* there are *many errors* in grammar, vocabulary, and syntax, with little sense

of register and style.

10 Language is *sometimes clear and sometimes carefully chosen;* grammar, vocabulary, and syntax are *fairly accurate,*

although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.

15 Language is *clear and carefully chosen,* with an *adequate degree of accuracy* in grammar, vocabulary, and syntax,

despite some lapses; register and style are mostly appropriate to the task.

20 Language is *very clear, effective, carefully chosen and precise,* with a *high degree of accuracy* in grammar, vocabulary,

and syntax; register and style are effective and appropriate to the task.

Teacher notes:

**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overall Score: \_\_\_\_\_/100**