



SHINE UE SCHOOL

ASSESSMENT POLICY



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ASSESSMENT PRINCIPLES

Shine Ue School (SUS hereafter) recognizes that assessments are fundamental in evaluating teaching and learning. Assessments should target the learning outcomes developed for each subject which includes knowledge and understanding of certain concepts as well as personal and academic skill sets reachable through work/activities/assignments given for each unit of that subject.

SUS believes that assessment:

- Monitors the progress of students learning process and their achievements against the academic standards of the curriculum;
- Informs the teacher, academic managers and programme coordinators to help making judgement towards improving the curriculum, approaches to teaching and learning; and
- Gives a feedback for students, parents and external institutions.

Throughout the curriculum assessments should:

- Account for different learning styles of students;
- Account for diverse backgrounds of learners;
- Be confidential to students and their parents;
- Be fair and realistic;
- Be relevant for student development and motivating to them;
- Be on-going and reflective;
- Allow students to evaluate their learning process and set goals for improvement;
- Allow school to evaluate against meeting the learning objectives and outcomes;
- Be both formative and summative;
- Be criteria-based using either internally developed subject-specific rubrics or IB mandated assessment criteria for IB programme subjects;
- Be internally standardized at the grade level, between Primary and Secondary School, and departmental levels to ensure consistency;
- Be able to assess students knowledge, understanding of concepts, mastery of different skills acquired through learning, and attitudes towards learning;
- Be compliant with local requirements and assessment guidelines.



ASSESSMENT GUIDELINES

1. Assessments at SUS, both at Primary and Secondary School, should be a combination of various types of criteria-based assignments, tests/quizzes, writing/math research work, drawings, student reflections, teacher observations, peer/self-assessments and other tasks/activities with specific instructions. The DP course and DP preparatory subject assessments should be directed towards meeting the subject-specific criteria provided by IB.
2. There should be a summative assessment at the end of each unit and/or central idea. In one grading period (or term), there should be a combination of formative and summative assessments.
3. A range of assessment tasks should be developed to make sure it allows students be assessed against all strands of achievement objectives throughout a year. DP courses in grades 11-12 should use subject-specific achievement descriptors provided by IB. DP preparatory subjects in grades 6-10 should use subject-specific achievement descriptors that are standardized internally in compliance with local requirements and guidelines. Assessments in DP courses and their preparatory subjects should prepare students for the variety of assessment tasks they will face during the exam and the grades awarded should reflect recent grade boundaries in the subject. (**Appendix 5** has a sample achievement descriptor for DP Group 4 courses)
4. When using the subject-specific criteria for assessments, teachers must award the achievement levels where the majority of the level descriptors match the students' work. When a major strand is missing in the students' work, teachers must use "best-fit" model in order to determine the right achievement level for each subject. For example, English have various achievement levels based on 4 different criteria. If majority of the student's work falls in the achievement level 3-4 for Criterion A, but it's missing an important strand, then teacher might consider giving the lower level, which is level 3 in this case, and include a comment about the deficiency as an area for development. (**Appendix 6** has a subject-specific criteria used for English language and literature term end exams which goes towards 30% of the term grade)
5. Students and parents must be provided with copies of achievement descriptors and subject-specific criteria in advance. Students must be informed before the assessment or work being evaluated which criteria are being assessed by the teacher. Teachers should help students understand what is required of them to fulfill the criteria for that particular assessment. Students should be able to see how a particular assessment is being tied to the subject-specific criteria.
6. Feedback on the assessed work must be prompt, within 7 school days since its submission.
7. Teachers are required to keep a clear and accurate records of assessments both in their teachers' journals (blue book) and SUS Online school system.
8. If a teacher finds that a student has breached any of the school's academic honesty standards, no achievement level should be awarded, and the relevant academic manager and programme coordinator should be informed of the case. For further procedures, please refer to the school's Academic Honesty Policy. In most cases, the academic manager and programme coordinators will investigate and determine whether the case is one of the misconducts of the academic dishonesty, and in serious cases, the Head of School will decide of the outcome.



EXTERNAL ASSESSMENTS AND STATE FINAL EXAMS

Diagnostics examinations are summative assessments organized by either academic managers and/or programme coordinators in collaboration with subject teachers to determine the achievement level of students' knowledge and academic skills. The results from these examinations are used as a start point for tracking students' progress and dividing students in various groups within the grade level for differentiation purposes. These examinations have no impact on the grade of students and are held within first 2 weeks of September each year.

Progress examinations are summative assessments organized by either academic managers and/or programme coordinators with the aim to evaluate and assess the progress of students learning. These assessments have impact on evaluation of teachers' work performance and comprise 30% of the students' term grades. The contents of the assessments are developed within the framework of relevant curriculum (Mongolian and International) and are prepared either by other school teachers teaching the same grade level, or by our school teachers, who are not teaching the particular group of students being assessed, but are completely competent to prepare the assessment within the framework provided. The example of such assessments within the framework of an international curriculum are TOEFL Primary (assessed in 5-6th grades) and TOEFL Junior (assessed in 7-10th grades) mock exams developed by our teachers.

DP Coordinator may organize this type of external assessments for DP students in collaboration with DP course teachers, or independently, using outside resources.

External assessments shall be held either once every term or a year, depending on the subject.

STATE FINAL EXAMS

State Final Exams are mandatory examinations conducted in-school by the school-appointed State Examination Committee annually, in May. They have no impact on the individual subject grades, but are recorded on the student official record books. The contents of the exams are developed within the Mongolian secondary education standards by the Education Assessment Center (EAC hereafter) next to the Ministry of Education of Mongolia. The name of subjects assessed for each grade level, the content of exams and the schedule are all determined by the EAC. The results from these exams have impact on whether students should be enrolled onto the next grade level. Detailed procedures of the examination are provided in the **Appendix 1**.

End of year exams (Achievement examinations) are held for subjects that are exempted from STATE FINAL EXAMS and organized by subject-specific teachers on all subjects, with support of academic managers and programme coordinators, with the aim of evaluating students quality of knowledge and academic skills against the standards of the Mongolian and/or international curriculum. They are organized once a year, towards the end of the 4th term. Subject teachers must discuss the timeframe of each subject exams to make sure that it does not overlap with each other, and gives enough time for students to prepare for them. The results from these exams have impact on whether students should be enrolled onto the next grade level.



AWARDING A GRADE

MONGOLIAN LOCAL REQUIREMENTS:

Primary grade levels 1-3 are not officially graded, but are given progress reports based on the knowledge and skills acquired during this period for each subject and overall behavior using internal students report cards. (see **Appendix 2** for the report card form)

Primary grade levels 4-5 are given official word grades recorded on the students grade sheets and official record books, along with the overall performance percentage using the boundaries below: (see **Appendix 3** for the grade sheet, and **Appendix 4** for the official record book)

Advanced: 85-100%
Proficient: 70-84%
Moderate: 55-69%
Approaching: 40-54%
Needs support: 25-39%
Not yet: 0-25%

All secondary grades (6-12) that are recorded on the students official record books will use the composition below, compliant to the Grading Policy approved by the Ministry of Education of Mongolia:

Attendance - 10%;
Sum of all formative assessments - 60%;
Sum of all unit exams - 30%.

Grade levels 6-9 are given official letter grades (A, B, C, D, F) that are recorded on the students official record book, along with the overall performance percentage using the boundaries below:

Grade A: 90-100%
Grade B: 80-89%
Grade C: 70-79%
Grade D: 60-69%
Grade F: 0-59%

Grade levels 10-12 are given official letter grades along with GPA points ranging from 0-4, calculated based on the arithmetic mean using the boundaries below, which are recorded on the official student record book:

Grade A+: 97-100%, GPA 4.0
Grade A: 93-96%, GPA 3.67
Grade A-: 90-92%, GPA 3.33
Grade B+: 87-89%, GPA 3.0
Grade B: 83-86%, GPA 2.67
Grade B-: 80-82%, GPA 2.33
Grade C+: 77-79%, GPA 2.0
Grade C: 73-76%, GPA 1.67
Grade C-: 70-72%, GPA 1.33
Grade D+: 67-69%, GPA 1.0
Grade D: 63-66%, GPA 0.67
Grade D-: 60-62%, GPA 0.33
Grade F: 0-59%, GPA 0

**IB DIPLOMA PROGRAMME:**

For DP courses and DP preparatory subjects, results from criteria-based tasks/assessments will be translated into **predicted IB grades** from 1 to 7 at the end of the school year using recent IB published subject-specific grade boundaries which then are converted to letter and percentage grades to meet the Mongolian local requirements using the conversion table shown below. The predicted IB grades will be issued on students report cards and transcripts to other schools, but will not be recorded on the official record book shown on Appendix 4.

Grade Conversion (IB predicted grades to Mongolian local requirement)

IB Grades	1	2	3	4	5	6	7
Mongolian	Below 59%	60-69%	70-76%	77-84%	85-92%	93-96%	97-100%

DP courses will use the DP subject-specific criteria using recent IB published subject guides; and DP preparatory subjects will use the internally developed subject-specific criteria for their appropriate subjects.

In general, grade 3 is considered as a satisfactory achievement that shows acceptable understanding of the subject contents. The parents of students who are receiving a grade 2 or less need to be contacted by the subject teacher to one-on-one meeting to discuss about students' learning, and possibly consider changing their approach to improve students' performance. Parents and teachers must work together to improve results, and consider creating a personalized plan in reaching the course objectives.

If there are students that are awarded a predicted IB grade of 1 or 2, the relevant academic manager and programme coordinator must be informed about it before its release. Teachers must give all the correspondences with the student and their parents notifying about the learning difficulties of the student. This should be also provided to the Homeroom teacher and a relevant Head of Department.

**IB GENERAL GRADE DESCRIPTORS**

Below you can learn what grades 1-7 for DP courses and DP preparatory subjects really mean in general. Actual DP subject-specific grade descriptors vary from subject-to-subject, thus, a DP Group 4 courses grade descriptors are illustrated in **Appendix 5** as a sample.

Grade	Boundaries	Grade Descriptor
7	28-30	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations .
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication . Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence .
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication . Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations .
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations .
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

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RECORDING ON SUS ONLINE SYSTEM

1. All individual summative assessment (or external assessment) results must be recorded into the SUS Online system separately with the accurate dates (www.sus.edu.mn). If the summative assessments are testing on certain criteria or using certain rubrics, they must be indicated on the system. All summative assessments will total to 30% of the final grade on SUS Online, compliant to the Grading Policy from the Ministry of Education of Mongolia.
2. The combined weighted average of all formative assessment results must be recorded into the SUS Online system. Subject teachers may record each individual assessment results separately, if they prefer, but have to note that, in this case, all individual formative assessments will be weighted equally on the system. The sum of all formative assessments will total to 60% of the final grade.
3. The 10% of the final grade on SUS Online will use the data from the attendance marked by the subject teachers, therefore, all subject teachers should review the accuracy of the attendance.
4. Final grades shall be calculated automatically on the system using the official composition, therefore, it's important that teachers record student grades accurately.
5. If teacher believes that the final grade calculated is different than his/her notes, he/she must notify the academic manager and the programme coordinators of the issue so it can be discussed instantly.
6. There will be separate section for recording predicted IB grades on SUS Online for DP courses and DP preparatory subject, which must be recorded at the end of each year.
7. Student comments from all subject teachers must be filled out at the end of each term, and a half-year report card will be sent home with a comment from the Homeroom teachers.

POLICY REVIEW PROCESS

This policy shall be reviewed every year from the last date of modification. The last date of modification must be recorded on the policy as a footer note.

Any proposed changes to the policy shall be reviewed by the teachers' meeting with an attendance of at least 70% or above of all teachers. Teachers should use a voting system in approving the proposed changes into the policy.

The approved changes to the policy shall be reviewed and approved by the school administration, which includes Head of School, academic managers, programme coordinator and Heads of departments, if there are no conflicts with other policies and local regulations.

Any final change to the policy shall become effective from the next school year, unless otherwise decided by the school administration.



STATE FINAL EXAM PROCEDURES:

1. The EAC prepares and seals the exams contents.
2. The sealed exam materials shall be picked up by a member of the school-appointed State Exam Committee within period scheduled by the City Education Agency.
3. Chair of the School State Exam Committee (or the member) shall bring the exam contents to school on the day of examination 1 hour prior to the start of the exams. The Chair shall unseal the sealed document after having carefully checked the seal.
4. The exam material shall be duplicated in the room where the envelope was opened, and shall be prepared for distribution. The seal of the exam answer key shall remain unopened until all the exam materials have been completed by all students and collected back.
5. Appropriate records must be maintained during the process of handing over and accepting the exam paper, opening the seal, and duplicating the materials as well as during the exams.
6. A proctor teacher shall place students in the classroom 15 minutes prior to the start of examination. After the examination materials /papers/ are distributed to students or written on the blackboard/whiteboard/, the time of test duration shall be announced to students after which exam time shall be counted.
7. It is prohibited for students during the examination to speak to each other, turn around, transfer a pen or other items to each other, use gestures, disturb others, change the variants of the exam paper etc. If a student has an inevitable necessity to go out from the classroom, he/she will be accompanied by one of the exam committee members.
8. The Chair /or member/ of the exam committee shall force a student who violated the examination policy and procedure to go out from the classroom. In this case, his/her test material done prior to going out the classroom shall be considered as test material and will be graded based on that.
9. If a candidate performed the test material prior to scheduled period, he/she puts the material upside down and waits until the examination time finishes.
10. As soon as the examination time finishes, all student materials shall be gathered and delivered to the Chair of the School State Exam Committee. The Chair shall unseal the test answers sheets and start the grading process. Exam papers of all students taken the state exam shall be graded by the State Exam Committee members.
11. The School State Exam Committee shall discuss and approve the examination results.
12. If a student fails to take examination due to valid reasons (if sickness, hardship in family, participation in national and international contests or other reasons are proven), his/her annual general assessment shall be considered as the annual final grade.



13. Students shall be reported the examination results transparently, and the School shall provide parents with the opportunity to be acquainted with examination results in electronic form using confidential codes.
14. Parents representatives, Chair or members of the School State Exam Committee, and other authorized officials may monitor the examination process.
15. It is prohibited to hinder or influence to the examination and grading process in the process of monitoring.
16. Students who received a grade "F", which is 59% or below, shall take a supplemental examination.
17. The School State Exam Committee shall determine the amount of students per classroom and the composition to be involved in the supplemental examination.
18. Any complaints regarding the examination process and grades shall be submitted within 2 days after the actual date of examination, and the School State Exam Committee shall finally resolve such complaints in accordance with applicable procedures.



DP Course: Group 4 grade descriptors:

Criterion	2	3	4	6	7
Understanding of concepts & principles	Weak understanding of basic concepts and principles	Partial understanding of basic concepts and principles	Adequate understanding of most basic concepts and principles	Thorough understanding of concepts and principles	Thorough command of concepts and principles
Subject knowledge	Little knowledge of subject	Limited knowledge of subject	Reasonable knowledge of subject with some gaps possible	Very broad knowledge of subject	Comprehensive knowledge of subject
Comprehension and application	Little evidence of application of basic concepts and principles	Weak ability to apply basic concepts and principles	Limited ability to apply basic concepts and principles	Selects and applies relevant information, concepts and principles in most contexts	Selects and applies relevant information, concepts and principles in a wide variety of contexts
Analysis, evaluation of data	Minimal ability to manipulate data	Some ability to manipulate data	Some analysis and evaluation of quantitative or qualitative data	Highly competent analysis and evaluation of quantitative and qualitative data	Thorough analysis and evaluation of quantitative and qualitative data
Explanation and prediction	-	-	-	Constructs explanations of complex phenomena, makes appropriate predictions	Constructs detailed explanations of complex phenomena, makes appropriate predictions
Problem solving ability	Little ability to solve problems	Solves some basic or routine problems	Solves some basic or routine problems, limited ability to solve challenging or unfamiliar problems	Solves basic or routine problems and evidences competency in solving problems that are challenging or unfamiliar	Evidences great proficiency in solving problems, including those that are challenging or unfamiliar
Communication & terminology	Responses are often incomplete or irrelevant	Communicates with a lack of clarity and some repetitive or irrelevant material	Communicates adequately, may lack clarity and some repetitive or irrelevant material	Effective use of appropriate terminology and conventions	Logical and concise, using appropriate terminology and conventions;
Insight and Originality	-	-	-	Shows occasional insight and originality	Shows insight and originality
Awareness of environmental impact and ethics	Limited awareness of environmental and ethical implications	Occasional attention to, environmental and ethical implications	Some attention to environmental and ethical implications	Significant attention to environmental and ethical implications	Considerable attention to environmental and ethical implications



DP Preparatory Course: English Language & Literature (grades 6-10):

Criterion A: Listening

Maximum: 5

At the end of the academic year, students should be able to:

A1: understand the main points of a talk on a range of general and curricular topic

A2: understand most specific information and details on a range of general and curricular topics

A3: deduce meaning from context in a talk on a range of general and curricular topics

A4: recognize the opinion of speaker(s) in a talk on a range of general and curricular topics

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. Can understand, with limited support, the main points of extended talk on a range of general and curricular topics ii. Can understand most specific information and details on a growing range of general and curricular topics iii. Can deduce meaning from context in supported extended talk on a range of general and curricular topics iv. Can recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics
3-4	The student: <ol style="list-style-type: none"> i. Can understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics ii. Can understand most specific information and details in both short and extended talk on a range of general and curricular topics iii. Can deduce meaning from context in both short and extended talk on a range of general and curricular topics iv. Can recognize the major attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics
5	The student: <ol style="list-style-type: none"> i. Can understand, with no support, the main points in extended talk on a wide range of general and curricular topics ii. Can understand most specific information in extended talk on a wide range of general and curricular topics iii. Can deduce meaning from context in extended talk on a wide range of general and curricular topics in most cases iv. Begin to recognize typical features at word, sentence and text level in a limited range of spoken genres



Criterion B: Reading

Maximum 8

At the end of the academic year, students should be able to:

B1: understand the main point from the text

B2: understand the specific information and details

B3: recognize the attitude or opinion of the writer

B4: understand the implied meaning of the text

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">i. Can understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual cluesii. Can understand, with little or no support, specific information and details in short, simple texts on a range of general and curricular topicsiii. Can recognize the attitude or opinion of the writer in short texts on a range of general and curricular topicsiv. Can understand most implied meaning on a limited range of familiar general and curricular topics
3-4	The student: <ul style="list-style-type: none">i. Can understand the main points in extended texts on a limited range of unfamiliar general and curricular topics in most cases. Web advertisements, travel diaries and poems, specificallyii. Can understand most specific information in extended texts on a limited range of unfamiliar general and curricular topicsiii. Can recognize the attitude or opinion of the writer on a growing range of general and curricular topicsiv. Can understand most implied meaning on a growing range of familiar general and curricular topics
5-6	The student: <ul style="list-style-type: none">i. Can understand most main points in extended texts on a growing range of unfamiliar general and curricular topics.ii. Can understand most specific information in extended texts on a growing range of unfamiliar general and curricular topicsiii. Can recognize the attitude or opinion of the writer on a limited range of unfamiliar general and curricular topics, including some extended textsiv. Can understand most implied meaning on a limited range of unfamiliar general and curricular topics



7-8	<p>The student:</p> <ol style="list-style-type: none"> i. Can understand most main points in extended texts on a range of unfamiliar general and curricular topics such as The Declaration of Human Rights, autobiographies, poems, specifically ii. Can understand most specific information in extended texts on a range of unfamiliar general and curricular topics iii. Can recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts iv. Can understand most implied meaning on a growing range of unfamiliar general and curricular topics, including some extended texts
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Criterion C: Use of Language

Maximum: 7

At the end of the academic year, students should be able to:

C1: Use appropriate and varied vocabulary, sentence structures and forms of expression

C2: Show a good degree of control of grammatical forms.

C3: Use correct grammar, syntax and punctuation

C4: Spell and write with accuracy

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ol style="list-style-type: none"> i. Uses a limited range of appropriate vocabulary, sentence structures and forms of expression ii. Shows a good degree of control of simple grammatical forms iii. Use correct grammar, syntax and punctuation with limited accuracy iv. Spells and writes with limited accuracy
3-4	<p>The student:</p> <ol style="list-style-type: none"> i. Uses a limited range of appropriate vocabulary, sentence structures and forms of expression ii. Shows a good degree of control of simple and attempts some complex grammatical forms. iii. Use correct grammar, syntax and punctuation with some degree of accuracy iv. Spells and writes with some degree of accuracy



5-6	<p>The student:</p> <ol style="list-style-type: none"> i. Uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. Shows a good degree of control of a range of simple and some complex grammatical forms. iii. Use correct grammar, syntax and punctuation with a considerable degree of accuracy iv. Spells and writes with a considerable degree of accuracy
7	<p>The student:</p> <ol style="list-style-type: none"> i. Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. Shows a good degree of control of a range of simple and complex grammatical forms. iii. Use correct grammar, syntax and punctuation with a high degree of accuracy iv. Spells and writes with a high degree of accuracy

Criterion D: Writing

Maximum 10

Students should be able to:

D1: Assessment structure for writing primarily base on ideas and language acquisition.

D2: Analyze a range in organization and express writing by description, summary, comparative, dialogue and visual text.

D3: Conventional order of grammatically relevant in each mechanism for writing.

D4: Legibility for forming in sentence and paragraph structure in writing format style.

Achievement Level	Level Descriptor
0	The work does not reach a standard identified by the descriptors below.
1-2	<p>The student:</p> <ol style="list-style-type: none"> i. Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors. ii. Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. iii. Main points lack detailed development. Ideas are vague with little evidence of critical thinking.



3-4	<p>The student:</p> <ol style="list-style-type: none">i. Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.ii. Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.iii. Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.iv. Content indicates original thinking and develops ideas with sufficient and firm evidence.
5-6	<p>The student:</p> <ol style="list-style-type: none">i. Main points well developed with quality supporting details and quantity. Critical thinking is weaved into pointsii. Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.iii. Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.
7-8	<p>The student:</p> <ol style="list-style-type: none">i. Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.ii. Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.iii. Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.
9-10	<p>The student:</p> <ol style="list-style-type: none">i. Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.ii. Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.iii. Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordinationiv. Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.