California High School Exit Examination
Combination Rubric

4: The essay—
- demonstrates a ***thoughtful***, ***comprehensive*** grasp of the text.
- provides a ***meaningful*** thesis that is responsive to the writing task.
- ***Accurately and coherently*** provides ***specific*** textual details and examples to support the thesis and main ideas.
- demonstrates a ***clear*** understanding of the ambiguities, nuances, and complexities of the text.
- demonstrates a ***consistent*** tone and focus; and illustrates **a *purposeful*** control of organization.
- demonstrates a ***clear*** sense of audience
- provides a ***variety*** of sentence types and uses ***precise, descriptive*** language.
- contains ***few, if any, errors*** in the conventions of the English language. (Errors are generally first-draft in nature.)

Persuasive Composition and Response to informational passages*:*
- ***thoughtfully*** anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages*:*
- ***clearly*** demonstrates an awareness of the author's use of literary and/or stylistic devices.

3: The essay—
- demonstrates a ***comprehensive*** grasp of the text.
- provides a thesis that is responsive to the writing task.
- ***Accurately and coherently*** provides ***general*** textual details and examples to support the thesis and main ideas.
- demonstrates a ***general*** understanding of the ambiguities, nuances, and complexities of the text.
- demonstrates a ***consistent*** tone and focus; and illustrates a control of organization.
- demonstrates a ***general*** sense of audience
- provides a ***variety*** of sentence types and uses ***some descriptive*** language.
- may contain ***some errors*** in the conventions of the English language. (Errors do ***not*** interfere with the reader's understanding of the text.)

Persuasive Composition and Response to informational passages*:*
- anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages*:*
- demonstrates an awareness of the author's use of literary and/or stylistic devices.

2: The essay—
- demonstrates a *limited* grasp of the text.
- provides a thesis or main idea that is related to the writing task.
- provides *few, limited* textual details & examples to support the thesis and main ideas.
- demonstrates *limited, or no* understanding of the ambiguities, nuances, and complexities of the text.
- demonstrates an *inconsistent* tone and focus; and illustrates *little, if any,* control of organization.
- demonstrates a *little, or no* sense of audience
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- may contain *several errors* in the conventions of the English language. (Errors *may* interfere with the reader's understanding of the essay.)

Persuasive Composition and Response to informational passages:
- *may* address the reader's potential misunderstandings, biases, and expectations, *but in a limited manner*.

Response to literary passages:
- *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.

1: The essay—
- demonstrates *minimal* grasp of the text.
- *may* provide a *weak* thesis or main idea that is related to the writing task.
- may provide *no* textual details and examples to support the thesis and main ideas.
- may demonstrate *no* understanding of the ambiguities, nuances, and complexities of the text.
- demonstrates a *lack of* tone and focus; and illustrates *no* control of organization.
- may demonstrate *no* sense of audience
- may provide *no* sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions of the English language. (Errors interfere with the reader's understanding of the essay.)

Persuasive Composition and Response to informational passages:
- *does not* address the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:
- *does not* demonstrate an awareness of the author's use of literary and/or stylistic devices.

Non-Scorable: The code "NS" will appear for responses that are written in a language other than English, *off topic*, unintelligible, or otherwise non-responsive to the writing task.