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| --- | --- | --- | --- |
| Score | Organization  | Ideas & Support | Conventions |
| 4 | The essay is organized and includes an introduction, transitions to paragraphs where ideas are developed, and a conclusion. | The essay responds to the prompt in a well-developed manner; it clearly articulates the role of music in student’s language learning trajectory and in personal discoveries and explorations. | The essay uses a variety of sentence structures; it includes proper grammar, spelling, capitalization, and punctuation. |
| 3 | The essay is mostly organized and includes an introduction, some transitions to paragraphs where ideas are somewhat developed, and a conclusion. | The essay mostly responds to the prompt; it may mention the importance of music in language learning and in personal discoveries but doesn’t elaborate in enough detail about its impact in the learning process. | The essay uses some variety of sentence structures; it has a few errors in grammar, spelling, capitalization, and punctuation. |
| 2 | Few ideas are organized. The essay may be missing an introduction, transitions, paragraphs in which ideas are developed, or a conclusion. | The essay hardly responds to the prompt; it may reference songs/ genres or personal likes/dislikes but does not provide enough details about the role of music in the language learning process. | Few sentences are varied; the essay has some errors in grammar, spelling, capitalization, and punctuation. |
| 1 | The ideas are not organized. The essay is missing an introduction, transitions, paragraphs in which ideas are developed, and a conclusion. | The essay fails to respond to the prompt; it fails to address the role of music in the student’s language learning trajectory and its impact in personal explorations and discoveries.  | Sentences are incomplete and not varied; the essay has many errors in grammar, spelling, capitalization, and punctuation. |