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| --- | --- | --- | --- | --- |
|  | 3+ | 3 | 2 | 1 |
| FOCUS | Establish and sustain aprecise controllingidea/thesisDisplay a clearunderstanding of task,purpose, and audience | Identify and introduce the topic with a clear idea/thesisDisplay an understandingof task, purpose, and audience | Provide an inconsistent idea/thesisDisplay limited understanding of task, purpose, and audience | Provide a vague or indistinct controlling ideaDisplay a minimal understanding of task, purpose, and audience |
| CONTENT | Develop and analyze the topic with a variety of specific and relevant: * facts
* definitions
* concrete details
* quotations
* text features
* other information and examples
 | Develop and analyze the topic with relevant, well-chosen: * facts
* definitions
* concrete details
* quotations
* text features
* other information and examples
 | Insufficient development and analysis of the topic with:* facts
* definitions
* concrete details
* quotations
* text features
* other information and examples
 | Provide irrelevant, poorly-chosen:* facts
* definitions
* concrete details
* quotations
* text features
* other information and examples
 |
| ORGANIZATION | Build ideas, concepts and information which allow the reader to gain a deeper understanding of the topicUse sophisticatedtransitional words, phrases, and clauses to link ideas and create cohesionProvide a compelling or unexpected concluding statement or section | Organize ideas, concepts, and information into broader categoriesUse appropriate and varied transitions to create cohesion Provide a satisfying concluding statement or section | Display some evidence of organizing ideas, concepts, and information into broader categoriesUse simplistic and/or illogical transitionsConcluding statement or section is abrupt | Display limited or no evidence of organizing ideas, concepts, and information into broader categoriesUse few or no transitionsNo identifiable conclusion |
| STYLE | Consistent use of precise language and domain-specific vocabulary to inform about or explain the topicUse sentences of varying lengths and complexitiesCreates tone and voice through precise language | Use precise language and domain-specific vocabulary to inform about or explain the topicUse a variety of sentencesEffective tone and voice | Include some precise language and domain-specific vocabulary but other terms need to be defined and/or strengthenedSome sentence variety is present, but other sentences are simplistic or awkwardAttempt to create tone and voice | Use simplistic and repetitive languageMany sentences are unintentional fragments and/or run-ons and need to be rewritten Ineffective tone and voice |
| CONVENTIONS | Demonstrate an above grade level control of the conventions of standard English:* grammar
* usage
* capitalization
* punctuation
* spelling
* citations
 | Demonstrate a grade-appropriate command of the conventions of standard English:* grammar
* usage
* capitalization
* punctuation
* spelling
* citations
 | Demonstrate an attempt of the conventions of standard English:* grammar
* usage
* capitalization
* punctuation
* spelling
* citations
 | Create confusion with errors in the conventions of standard English:* grammar
* usage
* capitalization
* punctuation
* spelling
* citations
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