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|  | 3+ | 3 | 2 | 1 |
| FOCUS | Establish and sustain a precise controlling idea/thesis  Display a clear  understanding of task,  purpose, and audience | Identify and introduce the topic with a clear idea/thesis  Display an understanding  of task, purpose, and audience | Provide an inconsistent idea/thesis  Display limited understanding of task, purpose, and audience | Provide a vague or indistinct controlling idea  Display 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 topic  Use sophisticated  transitional words, phrases, and clauses to link ideas and create cohesion  Provide a compelling or unexpected concluding statement or section | Organize ideas, concepts, and information into broader categories  Use 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 categories  Use simplistic and/or illogical transitions  Concluding statement or section is abrupt | Display limited or no evidence of organizing ideas, concepts, and information into broader categories  Use few or no transitions  No identifiable conclusion |
| STYLE | Consistent use of precise language and domain-specific vocabulary to inform about or explain the topic  Use sentences of varying lengths and complexities  Creates tone and voice through precise language | Use precise language and domain-specific vocabulary to inform about or explain the topic  Use a variety of sentences  Effective tone and voice | Include some precise language and domain-specific vocabulary but other terms need to be defined and/or strengthened  Some sentence variety is present, but other sentences are simplistic or awkward  Attempt to create tone and voice | Use simplistic and repetitive language  Many 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 |