<table>
<thead>
<tr>
<th>Focus</th>
<th>Support</th>
<th>Organization</th>
<th>Integration</th>
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| **6** | • Sets purpose of composition in introduction through either a thematic introduction or specific preview  
• Maintains position/logic throughout  
• If previewed, each point is addressed  
• Effective closing (may be restatement of points in the introduction)  
• Most major points supported with specific detail; some may be developed with more detail than others (not balanced or even)  
• Some development of depth  
• Word choice may enhance specificity  
• Voice is appropriate for topic, purpose, and audience  
• Structure is evident  
• Major points are appropriately paragraphed  
• Coherence and cohesion demonstrated through some appropriate use of devices such as transitions, pronouns, causal linkage, parallel structure, etc.  
• Varied sentence structure produces some cohesion  
• Fully-developed for grade level  
• Clear and purposeful Focus; in-depth Support; lines of reasoning identified and developed coherently and/or cohesively throughout the composition | **Integration** | **Integration** |
| **5** | • Subject/position (or issue) clear, identified by at least an opening statement (may be general)  
• Sufficient Support to maintain subject (cannot be a giant Focus)  
• If previewed, each point is addressed  
• Maintains position/logic throughout – separate ideas  
• Has closing  
• Some Support developed by specific details (i.e., second-order ideas beyond major point); some may be general  
• Attempt to develop depth  
• Voice is appropriate for topic, purpose, and audience  
• Structure is evident  
• Most major points are appropriately paragraphed  
• Coherence and some cohesion evident (sentence to sentence), may depend on formulaic structure  
• Most transitions are appropriate  
• May have minor digressions  
• Developed for grade level  
• All features are not equally well developed throughout the composition | **Integration** | **Integration** |
| **4** | • Subject may be prompt-dependent (rely upon reader’s familiarity with the prompt); position (or issue) may require reader inference; writer launches into topic without providing an opening statement  
• If previewed, may develop fewer or more points than delineated in opening (over-promise or over-deliver)  
• Minor Focus drift or lapse in logic (not really separate ideas – repetitious)  
• May lack closing  
• Most Support may be general  
• May include list of specifics with some extensions  
• Little depth  
• Little evidence of suitable voice  
• Structure is noticeable; reader may still have to infer it  
• Some structure within paragraphs (e.g., some purposeful ordering of sentences)  
• Some major points are appropriately paragraphed  
• Has some evidence of coherence (paragraph to paragraph), may depend on formulaic structure  
• If present, transitions may be simplistic or redundant, but not intrusive  
• May have minor digressions  
• Bare-bones-developed composition for grade level  
• Simple, clear, presenting nothing more than the essentials  
• Limited depth | **Integration** | **Integration** |
| **3** | • Subject/position (or issue) may lack clarity  
• Multiple positions without a unifying umbrella statement  
• Off-mode response NOT serving expository purpose  
• Lacks sufficiency to demonstrate a developed Focus  
• Most Support is general or underdeveloped  
• Consists of a list of unrelated specifics without extensions  
• Lacks sufficiency to demonstrate developed Support  
• No evidence of suitable voice  
• Structure is attempted, but the reader must work hard to infer it  
• Off-Mode response NOT serving the Expository purpose  
• May have major digressions  
• May have inappropriate or intrusive transitions  
• May have little evidence of appropriate paragraphing  
• May have little structure within paragraphs (e.g., lacks purposeful ordering of sentences)  
• Lacks sufficiency to demonstrate developed Organization  
• Partially developed  
• Some (or one) of the features may not be sufficiently formed, but all are present  
• Lacks appropriate expository structure  
• Inference is usually required | **Integration** | **Integration** |
| **2** | • Subject/position (or issue) is vague  
• Unrelated ideas or major drift from Focus  
• May be insufficient writing to determine that subject/issue (or position) can be sustained  
• Attempt at Support is made  
• May be confusing, unclear, or redundant/repetitious  
• May be insufficient writing to determine that Support can be maintained  
• Confusing  
• Structure may be attempted but with little success (random presentation of ideas)  
• May be insufficient writing to determine that Organization can be sustained  
• Attempts to address the assignment, but only rudiments of techniques for forming Focus, Support, and Organization can be detected  
• Some confusion and/or disjointedness  
• May be insufficient writing to determine that features can be maintained | **Integration** | **Integration** |
| **1** | • Subject/position (or issue) absent  
• Insufficient writing to meet criteria  
• Support is absent  
• Insufficient writing to show that criteria are met  
• Very confusing; little or no attempt at structure  
• Insufficient writing to meet criteria  
• Does not fulfill the assignment; barely deals with the topic; does not present most or all of the features  
• Insufficient writing to show that criteria are met | **Integration** | **Integration** |
## Conventions

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<tr>
<th>Grade</th>
<th>Description</th>
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| 3     | - Strong knowledge of Conventions is demonstrated  
       - Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses  
       - May have minor errors in usage and sentence formation  
       - A variety of sentence structures is evident |
| 2     | - Partial knowledge of Conventions is evident  
       - Severity and density of errors constitute a noticeable pattern  
       - Little attempt at varying sentence structures |
| 1     | - Little or no discernable knowledge of Conventions  
       - Severity and density of errors is such that meaning is impaired  
       - Sentence structure is simplistic or in error |