<table>
<thead>
<tr>
<th>Focus</th>
<th>Support</th>
<th>Organization</th>
<th>Integration</th>
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| **6** | • Sets purpose of composition through thematic introduction, specific preview, or may be achieved inductively through the composition  
• Maintains position/logic throughout  
• Effective closing (may be restatement of points in the introduction) | • All major points supported with specific detail; some may be developed with more detail than others (not balanced or even)  
• Development of depth clearly evident  
• Word choice enhances specificity  
• Voice is appropriate to topic, purpose, and audience | • Structure is clear  
• Major points are appropriately paragraphed  
• Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, parallel structure, etc.)  
• Varied sentence structure produces cohesion | • Fully developed for grade level  
• Clear and purposeful Focus; in-depth, balanced Support; lines of reasoning identified and developed coherently and cohesively throughout the composition |
| **5** | • Subject/position (or issue) clearly identified by an opening statement (may be general)  
• Maintains position/logic throughout  
• Has a closing | • Most major points developed by specific detail; a few may be general  
• Some development of depth  
• Word choice may enhance specificity  
• Voice is appropriate to topic, purpose, and audience | • Structure is evident  
• Most major points are appropriately paragraphed  
• Coherence and cohesion demonstrated with most transitional devices appropriate; few transitional devices may be redundant  
• Some varied sentence structure produces cohesion  
• May have minor digressions | • Developed for grade level  
• All features are not equally well-developed throughout the composition |
| **4** | • Writer may launch into topic without providing an opening statement  
• If previewed, composition develops only previewed points  
• Sufficient Support to maintain subject (cannot be a giant Focus)  
• May have minor Focus drift or lapses in logic (not really separate ideas – repetitious)  
• May lack closing or end abruptly | • Some major points developed by specific detail (second-order ideas beyond major point)  
• Some Support may be general  
• May lack depth  
• Voice is present but not consistent | • Structure is evident  
• Many major points are appropriately paragraphed  
• May have some inappropriate paragraphing  
• May include inappropriate transitions that disrupt progression of ideas (intrusive: “Firstly,” “Secondly,” “Lastly” used within paragraphs)  
• May include minor digressions | • Bare-bones-developed composition for grade level  
• Simple, clear, presenting nothing more than the essentials  
• Limited depth |
| **3** | • Subject/position (or issue) may be prompt-dependent (rely on reader’s familiarity with prompt)  
• May have more than one position without a unifying umbrella statement  
• If previewed, develops fewer or more points than delineated in opening (over-promise or over-deliver)  
• Lacks sufficiency to demonstrate a developed Focus | • Most Support may be general  
• May be list of related specifics with some extension(s)  
• Lacks sufficiency to demonstrate developed Support  
• Voice shifts or disappears | • Noticeable structure but the reader may have to infer it  
• May have some inappropriate paragraphing  
• May include inappropriate transitions that disrupt progression of ideas (intrusive: “Firstly,” “Secondly,” “Lastly” used within paragraphs)  
• May include major digression  
• Lacks sufficiency to demonstrate developed Organization | • Partially developed  
• Some (or one) of the features are not sufficiently formed, but all are present  
• Inference is usually required  
• May be insufficient |
| **2** | • Subject/position (or issue) limited or unclear  
• Unrelated ideas or major drift from Focus  
• Off-mode response NOT serving persuasive purpose  
• May be insufficient writing to determine that the subject/position (or issue) can be sustained | • Support is undeveloped, limited, or unclear  
• May be list of unrelated specifics  
• May be insufficient writing to determine that Support can be maintained  
• No evidence of suitable voice | • Structure is attempted; may be off-mode (NOT serving persuasive purpose)  
• Little evidence of appropriate paragraphing  
• Little structure within paragraphs (e.g., lacks purposeful ordering of sentences)  
• May be insufficient writing to determine that Organization can be sustained | • Attempts to address assignment, but only rudiments of techniques for forming Focus, Support, and Organization can be detected  
• Some confusion and/or disjointedness  
• Lacks appropriate persuasive structure  
• May be insufficient writing to determine that features can be maintained |
| **1** | • Subject/position (or issue) absent or confusing  
• Insufficient writing to show that criteria are met | • Support is absent or confusing  
• Insufficient writing to show that criteria are met | • Confusing; little or no attempt to structure  
• Little or no evidence of appropriate paragraphing  
• Insufficient writing to show that criteria are met | • Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features  
• Insufficient writing to show that criteria are met |
<table>
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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 |