

| | Focus | Support | Organization | Integration |
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| 6 | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Subject/position (or issue) clearly identified by an opening statement (may be general) Maintains position/logic throughout Has a closing | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Developed for grade level All features are not equally well-developed throughout the composition |
| 4 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Structure is evident Many major points are appropriately paragraphed Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence), but may depend on formulaic structure Transitions may be simplistic, but not intrusive May include minor digressions | <ul style="list-style-type: none"> Bare-bones-developed composition for grade level Simple, clear, presenting nothing more than the essentials Limited depth |
| 3 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Partially developed Some (or one) of the features are not sufficiently formed, but all are present Inference is usually required May be insufficient |
| 2 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Subject/position (or issue) absent or confusing Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> Support is absent or confusing Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> Confusing; little or no attempt to structure Little or no evidence of appropriate paragraphing Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> 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 |

| Conventions | |
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| 3 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Partial knowledge of Conventions is evident• Severity and density of errors constitute a noticeable pattern• Little attempt at varying sentence structures |
| 1 | <ul style="list-style-type: none">• 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 |