

| | Focus | Support | Organization | Integration |
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| 6 | <ul style="list-style-type: none"> • Effective opening (may or may not include specific preview) which displays some sophistication through the use of anecdotes, quotations, definitions, personal appeals or other effective strategies; may develop the Focus inductively • Clearly maintains logic throughout • Effective closing which unifies the writing | <ul style="list-style-type: none"> • All major points developed by specific detail • Most key points are developed evenly – to the same degree of specificity • Extensive development of Support through multiple strategies (e.g., explanation, evidence, and example) • Word choice enhances specificity • Voice is appropriate to topic, purpose, and audience | <ul style="list-style-type: none"> • Structure is clear and appropriate to purpose • All points appropriately paragraphed • Coherence and cohesion demonstrated by effective and varied transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.) • All points are logically presented and interrelated • Varied sentence structure and word choice produce 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"> • Sets purpose through effective thematic introduction, a specific preview, or may attempt more sophisticated strategy; could be developed inductively • Clearly maintains logic throughout • Effective closing - more than a simple restatement of the introduction | <ul style="list-style-type: none"> • All major points are developed by specific detail; Support may not be even or balanced • Some Support developed through multiple strategies (e.g., explanation, evidence, and example) • Word choice enhances specificity • Voice is appropriate to topic, purpose, and audience | <ul style="list-style-type: none"> • Structure is clear and appropriate to purpose • Most major points appropriately paragraphed • Coherence and cohesion demonstrated by appropriate transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.) • Most points are logically presented and interrelated • Some varied sentence structure and word choice produce cohesion | <ul style="list-style-type: none"> • Developed for grade level • All features are adequately developed but not equally well developed, throughout the composition |
| 4 | <ul style="list-style-type: none"> • Subject/position (or issue) is identified by a general opening or a specific preview (No ‘launch’) • If previewed, composition develops only previewed points • Maintains logic/position throughout • Clear closing is evident (may be simple restatement of the introduction) | <ul style="list-style-type: none"> • Most main points are developed by specific detail • All key points supported but not necessarily evenly or in depth • Word choice may enhance specificity • Voice is present but not consistent | <ul style="list-style-type: none"> • Structure is evident • Most major points appropriately paragraphed • Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions or other devices • May have minor digression • Most points logically presented and organized | <ul style="list-style-type: none"> • Bare-bones-developed composition for grade level • Simple and clear, presents nothing more than the essentials • Limited depth |
| 3 | <ul style="list-style-type: none"> • Subject/position (or issue) identified by at least a brief, general opening statement or is established somewhere in the composition • If previewed, composition develops more or fewer points than previewed (over-promise or over-deliver) • Minor Focus drift or lapses in logic (not really separate ideas – repetitious) • May lack closing • Lacks sufficiency to demonstrate a developed Focus | <ul style="list-style-type: none"> • Some major points are developed by specific detail (e.g., second-order ideas beyond major point); some Support may be general • Some Support of key points – but may lack depth • Lacks sufficiency to demonstrate developed Support • Voice shifts or disappears | <ul style="list-style-type: none"> • Structure is noticeable • Some appropriate paragraphing • May have a major digression • May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs) • Lacks sufficiency to demonstrate developed Organization | <ul style="list-style-type: none"> • Partially developed • Some (or one) of the feature(s) may not be sufficiently formed, but all are present • Inference is usually required |

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| 2 | <ul style="list-style-type: none"> • Subject/position (or issue) may be vague or prompt-dependent; may launch with no unifying statement anywhere, or repeat prompt or a portion of it as the only focusing statement • Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions and redundancies) • Off-mode response that does NOT serve persuasive purpose • Multiple subjects/positions without a unifying umbrella statement • May be insufficient writing to determine that subject/issue can be sustained | <ul style="list-style-type: none"> • Most Support is general or consists of repetition/redundancy • Simple list that may have some extensions • May be insufficient writing to determine that the Support can be maintained • No evidence of suitable voice | <ul style="list-style-type: none"> • Structure is attempted, but the reader must infer it • Limited evidence of appropriate paragraphing • Limited structure within paragraphs (e.g., little purposeful ordering of sentences) • Lacks appropriate persuasive structure • May have major lapses/digressions • May be insufficient writing to determine that Organization can be sustained | <ul style="list-style-type: none"> • Attempts to address the 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) unclear • Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> • Support may lack clarity • Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> • Little or no evidence of a plan • Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> • 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 |

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 |