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| Name: | Teacher/Period: | Date: |
| Title: | Audience: | Purpose: |
|  | **6 Exemplary** | **5 Strong** | **4 Proficient** | **3 Developing** | **2 Emerging** | **1 Beginning** |
| **Ideas** | * Strong understanding of task
* Strong position taken
* Fully examines complications and opposing views
* Logical, specific details support position
* Full development and elaboration
 | * Clear understanding of task
* Clear position taken
* Addresses complications and opposing views
* Logical, specific details support position
* Ample development and elaboration of ideas
 | * Basic understanding of task
* Position taken
* Touches on complexity and opposing views
* Mix of general and specific ideas details to support position
* Adequate development and elaboration of ideas
 | * Some understanding of task
* Position taken
* Complexity of topic not adequately addressed
* General details to support position or not related
* Limited development and elaboration of ideas
 | * Weak understanding of task
* Position taken but not maintained

ORPosition not taken * Few details to support position or many irrelevant details
* Thin development and elaboration of ideas
 | * Little to no understanding of task
* Position unclear
* Minimal development or elaboration of ideas
* Repetition of ideas in prompt
* Repetition of writer’s ideas
 |
| **Organization** | * Focus on writer’s position is clear and consistent
* Clear organization that fits writer’s purpose
* Carefully selected transitions develop logical sequence of ideas
* Compelling introduction & conclusion
 | * Focus on writer’s position is consistent
* Clear organization
* Appropriate transitions develop logical sequence of ideas
* Effective introduction & conclusion
* Strong transitions
 | * Focus on writer’s position is apparent through most of the piece
* Organization apparent
* Transitions develop logical sequence of ideas
* Clear introduction & conclusion
 | * Focus on general topic is consistent
* Focus from writer’s position may stray
* Simple organization
* Underdeveloped introduction & conclusion
* Some transitions
 | * Focus on general topic is inconsistent
* Focus from writer’s position may stray
* Partially organization
* Minimal introduction & conclusion
* Few OR inappropriate transitions
 | * Focus on general topic and/or writer’s position is inconsistent
* Little to no evidence of organization
* Missing or minimal introduction & conclusion
* Transitions rarely used
 |
| **Voice** | * Individual and confident voice
* Appropriate voice for the topic and audience
 | * Convincing voice
* Appropriate voice for the topic and audience
 | * Clear voice
* Appropriate voice for the topic and audience
 | * Inconsistently clear voice
* Usually appropriate for the topic and audience
 | * Unclear/changing voice
* Voice doesn’t match audience
 | * Cannot find a voice

OR* Voice does not match the audience
 |
| **Word Choice** | * Uses vivid, natural language including strong verbs and precise nouns
* Uses unexpected phrasing and figurative language
 | * Uses interesting words
* Uses natural language with strong verbs and nouns
* May attempt to use figurative language
 | * Uses clear & common language
* Uses descriptive adjectives and adverbs, good nouns and verbs
 | * Uses words correctly to express meaning
* Relies on simple, common language
* Few adjectives, adverbs or phrases
* Needs revision
 | * Words are very simple or used incorrectly
* Words get in the way of meaning
* Same words used over and over
 | * Very simple words
* Words used incorrectly
* Same words used over and over
 |
| **Sentence Fluency** | * Uses a variety of lengths and structures to enhance meaning
* Uses variety of sentence openers
* Smooth, natural writing, begs to be read aloud
 | * Many sentences begin differently and vary in length
* Different sentence openers
* Consistent tense and subject/verb agreement
* Easy to read
 | * Sentences begin in a variety of ways
* Verb tense and subject/verb agreement is usually consistent
* Some repetition; a few awkward moments when read aloud
 | * Readable, but often requires self-correction
* Little variety
* Problems with subject/verb agreement and consistent tense
* Some run-ons or choppy sentences
 | * Short, choppy sentences
* Many incomplete or run-on sentences
* Sentences begin the same
* Problems with subject/verb agreement affect meaning
* Difficult to read
 | * Short sentences start with the same word
* Most sentences are incomplete or run-on
* Problems affect meaning
* Very difficult to read
 |
| **Conventions** | * Conventions carefully chosen to enhance meaning
* Wide use of sophisticated punctuation & conventions
* Ready to publish
 | * A few minor errors that don’t affect meaning
* Attempts sophisticated conventions, not always successfully
* Almost ready to publish
 | * Obvious, but minor errors that don’t affect meaning
* Simple conventions are fine
* Some errors in difficult conventions
* Easily edited
 | * Obvious, distracting errors that may affect meaning
* Only attempts simple use of conventions
* Needs editing
 | * Many obvious, distracting errors
* Lots of spelling, punctuation and usage errors
* Line-by-line editing required
 | * Many serious errors that make it difficult to understand
* Needs to be completely rewritten
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