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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   OR  Position 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 |