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| --- | --- | --- | --- | --- | --- | --- |
|  | **\*\*\*\*\*** | **\*\*\*\*** | **\*\*\*** | **\*\*** | **\*** | Points Earned |
| **FOCUS & DEVELOPMENT*** **Controlling idea**
* **Supporting ideas**
* **Use of correct details**
* **Awareness of purpose**
* **Sense of completeness**
 | Clear controlling idea; relevant supporting ideas; a wealth of correct ideas and examples; sense of completeness40-38 POINTS | Clear controlling idea; relevant supporting ideas; a mixture of both general and specific details; sense of completeness37-35 POINTS | Clear controlling idea; mostly relevant supporting ideas; mostly general details; mostly complete34-31 POINTS | Vague or underdeveloped controlling idea; supporting ideas are overly broad; very few relevant details; does not provide a sense of completeness30-25 POINTS | No clear controlling idea; supporting ideas may be listed; details, if included, are incorrect or irrelevant; brief or incomplete24-0 POINTS |  |
| **ORGANIZATION*** **Introduction/body/conclusion**
* **Sequence of ideas**
* **Grouping of ideas**
* **Effective transitions**
* **Awareness of purpose**
 | Intro engages/sets stage; related ideas grouped logically; ideas consistently sequenced within and between paragraphs; effective, varied transitions are used; conclusion provides closure without repetition20-18 POINTS | Intro engages/sets stage; related ideas grouped logically; ideas consistently sequenced within paragraphs; effective transitions; conclusion provides closure without repetition17-15 POINTS | Intro is clear; related ideas grouped logically; some ideas sequenced within paragraphs; some transitions used; conclusion provides closure14-13 POINTS | Intro is absent, brief, unclear, or formulaic; few related ideas linked together; few ideas sequenced; transitions tend to be formulaic; conclusion is absent, brief, unclear, or formulaic12-11 POINTS | Intro is absent; related ideas not grouped together; ideas not sequenced; transitions lacking; conclusion is absent; insufficient writing to determine organization10-0 POINTS |  |
| **STYLE*** **Sentence variety**
* **Content-specific word choice**
* **Syntax (arrangement of words)**
* **Audience awareness**
* **Personal voice**
 | A wealth of content-specific vocabulary is used; varied sentence lengths, structures, and beginnings; syntax is clear20-18 POINTS | Content-specific vocabulary is consistently used and mostly correct; varied sentence lengths and structures; syntax is clear17-15 POINTS | Content-specific vocabulary is used, but lapses into more generic vocabulary; some variation in sentence length and structures; syntax is generally clear, but sometimes awkward or confusing14-13 POINTS | Content-specific vocabulary is used minimally; most vocabulary is generic; minimal variation in sentence lengths and structures; syntax is often awkward and/or confusing12-11 POINTS | Content-specific vocabulary is not used; sentence lengths and structures are not varied; syntax is confusing; insufficient writing to determine competence in style10-0 POINTS |  |
| **CONVENTIONS*** **Sentence formation**
* **Subject-verb agreement**
* **Standard word forms**
* **Punctuation, spelling, and capitalization**
 | Full command of written English; very few errors are evident; use of language is at least 90% correct20-18 POINTS | Clear knowledge of written English; errors are minor and do not interfere with meaning; use of language is at least 80% correct17-15 POINTS | Sufficient control of written English; errors may interfere with meaning; use of language is at least 70% correct14-13 POINTS | Minimal control of written English; errors are frequent and interfere with meaning; use of language is at least 40% correct12-11 POINTS | Lack of control of written English; errors are pervasive; may be brief or incomplete; 30% or less of language use is correct10-0 POINTS |  |

**TOTAL POINTS = \_\_\_\_\_\_\_\_\_\_\_\_**