

CRITERIA (grade estimate)	Meets Standard 80-89	Nearly Meets Standard 70-79	Below Standard 60-69
PURPOSE • topic • focus/controlling idea • context/background for reader as needed throughout paper	___ clear focus established in intro. and maintained throughout essay ___ clear thesis entails interpretive claim about the text ___ clear context as needed so reader can make sense of writer's thinking, both in introduction and throughout paper	___ focus is clear in intro. but not maintained throughout body, or vice versa ___ thesis is not clear and/or does not involve an interpretive claim about the text ___ some context/background, but may not be enough or may be inappropriate	___ attempted focus, judgment, or point of view ___ lacks thesis ___ little context/background
ORGANIZATION • overall structure • introduction/conclusion • transitions • logical progression of ideas	___ compelling introduction ___ strong informative body ___ satisfying conclusion; thesis is restated w/o redundancy ___ effective transitions ___ logical arrangement of ideas	___ introduction ___ body ___ thesis restatement in conclusion may be redundant ___ some transitions missing ___ logical arrangement of ideas	___ weak or missing introduction and/or conclusion ___ some gaps in ideas, or sections that are confusing to reader ___ few transitions ___ confusing arrangement of ideas
DETAILS • accurate facts, evidence ideas, information to support purpose	___ specific evidence/details from text to support focus (paraphrasing or direct quotes) ___ citations as needed ___ explanations of how the details support focus and show writer's thinking—elaboration and analysis	___ not enough specific evidence to support focus ___ reference to text may be too general, not specific ___ not enough explanation of evidence ___ evidence only loosely connected to focus	___ evidence may be limited to summary or lists ___ evidence very general and/or inaccurate ___ little explanation of evidence ___ evidence may be unconnected to focus
STYLE/VOICE/TONE • word choice, sentence structure/variety to create chosen effect and engage reader	___ precise (not vague or general) word choice ___ variety of sentence patterns ___ appropriate tone ___ omits needless or redundant words and phrases	___ appropriate word choice ___ clear sentences, but not enough variety in sentence structures/patterns ___ appropriate tone ___ some redundancies	___ simple word choice ___ some awkward or repetitious sentences ___ too informal, inappropriate tone ___ many redundancies
CONVENTIONS • spelling, grammar, usage, and mechanics	___ correct spelling, capitalization, and punctuation ___ correct grammar and sentence structure	___ some spelling, capitalization, or punctuation mistakes ___ some grammar and sentence structure mistakes	___ many spelling, capitalization, or punctuation mistakes ___ many grammar and sentence mistakes