

| <b>CRITERIA</b><br><b>(grade estimate)</b>   | <b>Meets Standard</b><br><b>80-89</b>  | <b>Nearly Meets Standard</b><br><b>70-79</b>   | <b>Below Standard</b><br><b>60-69</b>  |
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| <b>PURPOSE</b><br><ul style="list-style-type: none"> <li>• topic</li> <li>• focus/controlling idea</li> <li>• context/background for reader as needed throughout paper</li> </ul>              | ___ <b>clear focus established in intro. and maintained throughout essay</b><br><br>___ <b>clear thesis entails interpretive claim about the text</b><br><br>___ <b>clear context as needed so reader can make sense of writer's thinking, both in introduction and throughout paper</b> | ___ focus is clear in intro. but not maintained throughout body, or vice versa<br><br>___ thesis is not clear and/or does not involve an interpretive claim about the text<br><br>___ some context/background, but may not be enough or may be inappropriate | ___ attempted focus, judgment, or point of view<br><br>___ lacks thesis<br><br>___ little context/background   |
| <b>ORGANIZATION</b><br><ul style="list-style-type: none"> <li>• overall structure</li> <li>• introduction/conclusion</li> <li>• transitions</li> <li>• logical progression of ideas</li> </ul> | ___ <b>compelling introduction</b><br><br>___ <b>strong informative body</b><br><br>___ <b>satisfying conclusion; thesis is restated w/o redundancy</b><br>___ <b>effective transitions</b><br><br>___ <b>logical arrangement of ideas</b>   | ___ introduction<br><br>___ body<br><br>___ thesis restatement in conclusion may be redundant<br>___ some transitions missing<br><br>___ logical arrangement of ideas  | ___ weak or missing introduction and/or conclusion<br><br>___ some gaps in ideas, or sections that are confusing to reader<br>___ few transitions<br>___ confusing arrangement of ideas      |
| <b>DETAILS</b><br><ul style="list-style-type: none"> <li>• accurate facts, evidence ideas, information to support purpose</li> </ul>   | ___ <b>specific evidence/details from text to support focus (paraphrasing or direct quotes)</b><br><br>___ <b>citations as needed</b><br><br>___ <b>explanations of how the details support focus and show writer's thinking—elaboration and analysis</b>                                | ___ not enough specific evidence to support focus<br><br>___ reference to text may be too general, not specific<br><br>___ not enough explanation of evidence<br><br>___ evidence only loosely connected to focus  | ___ evidence may be limited to summary or lists<br><br>___ evidence very general and/or inaccurate<br><br>___ little explanation of evidence<br><br>___ evidence may be unconnected to focus |
| <b>STYLE/VOICE/TONE</b><br><ul style="list-style-type: none"> <li>• word choice, sentence structure/variety to create chosen effect and engage reader</li> </ul>                               | ___ <b>precise (not vague or general) word choice</b><br><br>___ <b>variety of sentence patterns</b><br><br>___ <b>appropriate tone</b><br><br>___ <b>omits needless or redundant words and phrases</b>  | ___ appropriate word choice<br><br>___ clear sentences, but not enough variety in sentence structures/patterns<br><br>___ appropriate tone<br><br>___ some redundancies  | ___ simple word choice<br><br>___ some awkward or repetitious sentences<br><br>___ too informal, inappropriate tone<br><br>___ many redundancies   |
| <b>CONVENTIONS</b><br><ul style="list-style-type: none"> <li>• spelling, grammar, usage, and mechanics</li> </ul>  | ___ <b>correct spelling, capitalization, and punctuation</b><br><br>___ <b>correct grammar and sentence structure</b>  | ___ some spelling, capitalization, or punctuation mistakes<br><br>___ some grammar and sentence structure mistakes   | ___ many spelling, capitalization, or punctuation mistakes<br>___ many grammar and sentence mistakes   |