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| **Focus** | **Content** | **Organization** | **Style** | **Conventions** |
|   |  The single controlling point made with an awareness of task (mode) about a specific topic. | The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations | The order developed and sustained with and across paragraphs using transitional devices and including introduction and conclusion. | The choice, use and arrangement of words and sentence structure that create tone and voice. | Grammar, mechanics, spelling, usage and sentence formation.  |
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|   | **Focus** | **Content** | **Organization** | **Style** | **Conventions** |
| **4** |  Sharp, distinct controlling point made about a single topic with evident awareness of task and audience | Substantial, specific; and/or illustrative content demonstrating strong development and sophisticated ideas | Sophisticated arrangement of content with evident and or subtle transitions. |  Precise, illustrative use of a variety of words and sentence structures to create a consistent writer's voice and tone. |  Evident control of grammar, mechanics, spelling, usage and sentence formation. |
| **3** |  Clear, controlling point made about a single topic with general awareness of task and audience. | Sufficiently developed content with adequate elaboration or explanation | Functional arrangement of content that sustains a logical order with some evidence of transitions. |  Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience. |  Sufficient control of grammar, mechanics, spelling, usage and sentence formation. |
| **2** |  Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience. |  Limited content with inadequate elaboration or explanation. | Confused or inconsistent arrangement of content with or without attempts at transition. |  Limited word choice and control of sentence structures that inhibit voice and tone. |  Limited control of grammar, mechanics, spelling, usage and sentence formation. |
| **1** |  Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience. | Superficial, undeveloped writing with little or no support. | Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea. |  Minimal variety in word choice and minimal control of sentence structures. |  Minimal control of grammar, mechanics, spelling, usage and sentence formation. |

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|  **0** | * Is illegible; no sense can be made of the response.
* words are legible; syntax is so garbled that response makes no sense.
* does not include enough to assess domains adequately.
* Is a blank paper

**Off-Prompt*** Is readable but did not respond to prompt or responded to something other than assignment
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