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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 |