

	Focus	Support	Organization	Integration
6	<ul style="list-style-type: none"> Sets purpose of composition in introduction through either a thematic introduction or specific preview Maintains position/logic throughout If previewed, each point is addressed Effective closing (may be restatement of points in the introduction) 	<ul style="list-style-type: none"> Most major points supported with specific detail; some may be developed with more detail than others (not balanced or even) Some development of depth Word choice may enhance specificity Voice is appropriate for topic, purpose, and audience 	<ul style="list-style-type: none"> Structure is evident Major points are appropriately paragraphed Coherence and cohesion demonstrated through some appropriate use of devices such as transitions, pronouns, causal linkage, parallel structure, etc. Varied sentence structure produces some cohesion 	<ul style="list-style-type: none"> Fully-developed for grade level Clear and purposeful Focus; in-depth Support; lines of reasoning identified and developed coherently and/or cohesively throughout the composition
5	<ul style="list-style-type: none"> Subject/position (or issue) clear, identified by at least an opening statement (may be general) Sufficient Support to maintain subject (cannot be a giant Focus) If previewed, each point is addressed Maintains position/logic throughout – separate ideas Has closing 	<ul style="list-style-type: none"> Some Support developed by specific details (i.e., second-order ideas beyond major point); some may be general Attempt to develop depth Voice is appropriate for topic, purpose, and audience 	<ul style="list-style-type: none"> Structure is evident Most major points are appropriately paragraphed Coherence and some cohesion evident (sentence to sentence), may depend on formulaic structure Most transitions are appropriate May have minor digressions 	<ul style="list-style-type: none"> Developed for grade level All features are not equally well developed throughout the pap
4	<ul style="list-style-type: none"> Subject may be prompt-dependent (rely upon reader’s familiarity with the prompt); position (or issue) may require reader inference; writer launches into topic without providing an opening statement If previewed, may develop fewer or more points than delineated in opening (over-promise or over-deliver) Minor Focus drift or lapse in logic (not really separate ideas – repetitious) May lack closing 	<ul style="list-style-type: none"> Most Support may be general May include list of specifics with some extensions Little depth Little evidence of suitable voice 	<ul style="list-style-type: none"> Structure is noticeable; reader may still have to infer it Some structure within paragraphs (e.g., some purposeful ordering of sentences) Some major points are appropriately paragraphed Has some evidence of coherence (paragraph to paragraph), may depend on formulaic structure If present, transitions may be simplistic or redundant, but not intrusive May have minor digressions 	<ul style="list-style-type: none"> Bare-bones-developed composition for grade level Simple, clear, presenting nothing more than the essentials Limited depth
3	<ul style="list-style-type: none"> Subject/position (or issue) may lack clarity Multiple positions without a unifying umbrella statement Off-mode response NOT serving expository purpose Lacks sufficiency to demonstrate a developed Focus 	<ul style="list-style-type: none"> Most Support is general or underdeveloped Consists of a list of unrelated specifics without extensions Lacks sufficiency to demonstrate developed Support No evidence of suitable voice 	<ul style="list-style-type: none"> Structure is attempted, but the reader must work hard to infer it Off-Mode response NOT serving the Expository purpose May have major digressions May have inappropriate or intrusive transitions May have little evidence of appropriate paragraphing May have little structure within paragraphs (e.g., lacks purposeful ordering of sentences) Lacks sufficiency to demonstrate developed Organization 	<ul style="list-style-type: none"> Partially developed Some (or one) of the features may not be sufficiently formed, but all are present Lacks appropriate expository structure Inference is usually required
2	<ul style="list-style-type: none"> Subject/position (or issue) is vague Unrelated ideas or major drift from Focus May be insufficient writing to determine that subject/issue (or position) can be sustained 	<ul style="list-style-type: none"> Attempt at Support is made May be confusing, unclear, or redundant/repetitious May be insufficient writing to determine that Support can be maintained 	<ul style="list-style-type: none"> Confusing Structure may be attempted but with little success (random presentation of ideas) May be insufficient writing to determine that Organization can be sustained 	<ul style="list-style-type: none"> Attempts to address the assignment, but only rudiments of techniques for forming Focus, Support, and Organization can be detected Some confusion and/or disjointedness May be insufficient writing to determine that features can be maintained
1	<ul style="list-style-type: none"> Subject/position (or issue) absent Insufficient writing to meet criteria 	<ul style="list-style-type: none"> Support is absent Insufficient writing to show that criteria are met specificity. 	<ul style="list-style-type: none"> Very confusing; little or no attempt at structure Insufficient writing to meet criteria 	<ul style="list-style-type: none"> Does not fulfill the assignment; barely deals with the topic; does not present most or all of the features Insufficient writing to show that criteria are met

Conventions

3	<ul style="list-style-type: none">• Strong knowledge of conventions is demonstrated• Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses• May have minor errors in usage and sentence formation• A variety of sentence structures is evident
2	<ul style="list-style-type: none">• Partial knowledge of conventions is evident• Severity and density of errors constitute a noticeable pattern• Little attempt at varying sentence structures
1	<ul style="list-style-type: none">• Little or no discernable knowledge of conventions• Severity and density of errors is such that meaning is impaired• Sentence structure is simplistic or in error