

	Focus	Support	Organization	Integration
6	<ul style="list-style-type: none"> <li>Effective opening (may or may not include specific preview) which displays some sophistication through the use of anecdotes, quotations, definitions, personal appeals or other effective strategies; may develop the Focus inductively</li> <li>Clearly maintains logic throughout</li> <li>Effective closing which unifies the writing</li> </ul>	<ul style="list-style-type: none"> <li>All major points developed by specific detail</li> <li>Most key points are developed evenly – to the same degree of specificity</li> <li>Extensive development of Support through multiple strategies (e.g., explanation, evidence, and example)</li> <li>Word choice enhances specificity</li> <li>Voice is appropriate to topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear and appropriate to purpose</li> <li>All points appropriately paragraphed</li> <li>Coherence and cohesion demonstrated by effective and varied transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.)</li> <li>All points are logically presented and interrelated</li> <li>Varied sentence structure and word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Fully developed for grade level</li> <li>Clear and purposeful Focus; in-depth balanced Support; lines of reasoning identified and developed coherently and cohesively throughout</li> </ul>
5	<ul style="list-style-type: none"> <li>Sets purpose through effective thematic introduction, a specific preview, or may attempt more sophisticated strategy; could be developed inductively</li> <li>Clearly maintains logic throughout</li> <li>Effective closing - more than a simple restatement of the introduction</li> </ul>	<ul style="list-style-type: none"> <li>All major points are developed by specific detail; Support may not be even or balanced</li> <li>Some Support developed through multiple strategies (e.g., explanation, evidence, and example)</li> <li>Word choice enhances specificity</li> <li>Voice is appropriate to topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear and appropriate to purpose</li> <li>Most major points appropriately paragraphed</li> <li>Coherence and cohesion demonstrated by appropriate transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.)</li> <li>Most points are logically presented and interrelated</li> <li>Some varied sentence structure and word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Developed for grade level</li> <li>All features are adequately developed but not equally well developed, throughout</li> </ul>
4	<ul style="list-style-type: none"> <li>Subject/position (or issue) is identified by a general opening or a specific preview (No ‘launch’)</li> <li>If previewed, composition develops only previewed points</li> <li>Maintains logic/position throughout</li> <li>Clear closing is evident (may be simple restatement of the introduction)</li> </ul>	<ul style="list-style-type: none"> <li>Most main points are developed by specific detail</li> <li>All key points supported but not necessarily evenly or in depth</li> <li>Word choice may enhance specificity</li> <li>Voice is present but not consistent</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident</li> <li>Most major points appropriately paragraphed</li> <li>Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions or other devices</li> <li>May have minor digression</li> <li>Most points logically presented and organized</li> </ul>	<ul style="list-style-type: none"> <li>Bare-bones-developed composition for grade level</li> <li>Simple and clear, presents nothing more than the essentials</li> <li>Limited depth</li> </ul>
3	<ul style="list-style-type: none"> <li>Subject/position (or issue) identified by at least a brief, general opening statement or is established somewhere in the composition</li> <li>If previewed, composition develops more or fewer points than previewed (over-promise or over-deliver)</li> <li>Minor Focus drift or lapses in logic (not really separate ideas – repetitious)</li> <li>May lack closing</li> <li>Lacks sufficiency to demonstrate a developed Focus</li> </ul>	<ul style="list-style-type: none"> <li>Some major points are developed by specific detail (e.g., second-order ideas beyond major point); some Support may be general</li> <li>Some Support of key points – but may lack depth</li> <li>Lacks sufficiency to demonstrate developed Support</li> <li>Voice shifts or disappears</li> </ul>	<ul style="list-style-type: none"> <li>Structure is noticeable</li> <li>Some appropriate paragraphing</li> <li>May have a major digression</li> <li>May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs)</li> <li>Lacks sufficiency to demonstrate developed Organization</li> </ul>	<ul style="list-style-type: none"> <li>Partially developed</li> <li>Some (or one) of the feature(s) may not be sufficiently formed, but all are present</li> <li>Inference is usually required</li> </ul>

	<b>Focus</b>	<b>Support</b>	<b>Organization</b>	<b>Integration</b>
<b>2</b>	<ul style="list-style-type: none"> <li>• Subject/position (or issue) may be vague or prompt-dependent; may launch with no unifying statement anywhere, or repeat prompt or a portion of it as the only focusing statement</li> <li>• Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions and redundancies)</li> <li>• Off-mode response that does NOT serve persuasive purpose</li> <li>• Multiple subjects/positions without a unifying umbrella statement</li> <li>• May be insufficient writing to determine that subject/issue can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Most Support is general or consists of repetition/redundancy</li> <li>• Simple list that may have some extensions</li> <li>• May be insufficient writing to determine that the Support can be maintained</li> <li>• No evidence of suitable voice</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is attempted, but the reader must infer it</li> <li>• Limited evidence of appropriate paragraphing</li> <li>• Limited structure within paragraphs (e.g., little purposeful ordering of sentences)</li> <li>• Lacks appropriate persuasive structure</li> <li>• May have major lapses/digressions</li> <li>• May be insufficient writing to determine that Organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to address the assignment, but only rudiments of techniques for forming Focus, Support, and Organization can be detected</li> <li>• Some confusion and/or disjointedness</li> <li>• Lacks appropriate persuasive structure</li> <li>• May be insufficient writing to determine that features can be maintained</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Subject/position (or issue) unclear</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Support may lack clarity</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no evidence of a plan</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Does not fulfill the assignment; barely deals with the topic; does not present most or all of the features</li> <li>• Insufficient writing to show that criteria are met</li> </ul>

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