

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

**Conventions**

<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>