

5. Excellent

Presents and adequately addresses topic at hand; exceeds expectations of the topic; comprehensive/thorough development of understanding of subject area

- *Organization and Logical Development:* The introduction is inviting; states the thesis/purpose of the paper and previews the structure of the paper. Details are presented in a logical order through meaningful ways. The conclusion supports the discussion of the paper.
- *Sophistication of Analysis:* Demonstrates a thorough understanding of the writing prompt and subject matter. Use specific examples to support claims in the writing making insightful and relevant connections to ideas. Can be utilized as an example for others.
- *Grammar/Sentence Structure:* Use of sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure
- *Mechanics:* Demonstrate mastery of the conventions with essentially no errors, appropriate application of sophisticated language.

4. Proficient

Shows basic requirements of addressing topic at hand; demonstrates some knowledge and understanding of subject area; fairly comprehensive

- *Organization and Logical Development:* The introduction presents the purpose of the paper and provides insights to the structure of the paper but may not be as inviting to the reader. Details are in logical order. The conclusion can be identified but may lack a sophisticated approach to making meaningful connections to the overall discussion of the paper.
- *Sophistication of Analysis:* Demonstrates a thoughtful understanding of the writing prompt and subject matter. Use of relevant examples to support claims in writing with some connection to ideas.
- *Grammar/Sentence Structure:* Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.
- *Mechanics:* Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.

3. Emerging

Meets the basic requirements of the topic and task

- *Organization and Logical Development:* An introduction is identified with supporting ideas along with a closing summary. Presents a sense of plan to construct ideas on topic through organized writing
- *Sophistication of Analysis:* Demonstrates a basic understanding of the writing prompt and subject matter. Examples presented in the writing but may lack clear connections to main ideas within the overall essay.
- *Grammar/Sentence Structure:* Use basic but appropriate language, with some sense of voice, awareness of audience and purpose and some attempt to vary sentence structure.
- *Mechanics:* Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.

2. Basic

Presents a somewhat adequate response to the task

- *Organization and Logical Development:* There is some recognition of an introduction with some ideas with lapses in sequence and/or logic. Presents a sense of plan but ideas are somewhat scattered. A conclusion may be briefly stated.
- *Sophistication of Analysis:* Demonstrates a limited understanding of the writing prompt and subject matter. Examples are incomplete and somewhat vague. There are no connections made to the overall subject matter or main idea of the essay.
- *Grammar/Sentence Structure:* Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure
- *Mechanics:* Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.

1. Not Evident/Unsatisfactory

Difficulty with addressing task

- *Organization and Logical Development:* There is no clear introduction or main purpose for the writing identified. The essay does not follow a plan; ideas are incomplete/unrelated making it difficult to understand.

The essay abruptly ends with no clear conclusion.

- *Sophistication of Analysis*: Demonstrates little or no understanding of the writing prompt and/or subject matter. There were no examples presented in support of claims made in the writing. Ideas are unsupported and/or irrelevant to the topic.
- *Grammar/Sentence Structure*: Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
- *Mechanics*: Demonstrate little or no control of the conventions, making comprehension almost impossible.

*Adopted from Read Write Think NCATE
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