

	Focus	Support	Organization	Integration
6	<ul style="list-style-type: none"> <li>Sets purpose of composition through thematic introduction, specific preview, or may be achieved inductively through the composition</li> <li>Maintains position/logic throughout</li> <li>Effective closing (may be restatement of points in the introduction)</li> </ul>	<ul style="list-style-type: none"> <li>All major points supported with specific detail; some may be developed with more detail than others (not balanced or even)</li> <li>Development of depth clearly evident</li> <li>Word choice enhances specificity</li> <li>Voice is appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear</li> <li>Major points are appropriately paragraphed</li> <li>Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, parallel structure, etc.)</li> <li>Varied sentence structure produces 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 the composition</li> </ul>
5	<ul style="list-style-type: none"> <li>Subject/position (or issue) clearly identified by an opening statement (may be general)</li> <li>Maintains position/logic throughout</li> <li>Has closing</li> </ul>	<ul style="list-style-type: none"> <li>Most major points developed by specific detail; a few may be general</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>Most major points are appropriately paragraphed</li> <li>Coherence and cohesion demonstrated with most transitional devices appropriate; few transitional devices may be redundant</li> <li>Some varied sentence structure produces cohesion</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>Writer may launch into topic without providing an opening statement</li> <li>If previewed, composition develops only previewed points</li> <li>Sufficient Support to maintain subject (cannot be a giant Focus)</li> <li>May have minor Focus drift or lapses in logic (not really separate ideas – repetitious)</li> <li>May lack closing or end abruptly</li> </ul>	<ul style="list-style-type: none"> <li>Some major points developed by specific detail (second-order ideas beyond major point)</li> <li>Some Support may be general</li> <li>May lack depth</li> <li>Voice is present but not consistent</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident</li> <li>Many major points are appropriately paragraphed</li> <li>Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence), but may depend on formulaic structure</li> <li>Transitions may be simplistic, but not intrusive</li> <li>May include 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 be prompt-dependent (rely on reader’s familiarity with prompt)</li> <li>May have more than one position without a unifying umbrella statement</li> <li>If previewed, develops fewer or more points than delineated in opening (over-promise or over-deliver)</li> <li>Lacks sufficiency to demonstrate a developed Focus</li> </ul>	<ul style="list-style-type: none"> <li>Most Support may be general</li> <li>May be list of related specifics with some extension(s)</li> <li>Lacks sufficiency to demonstrate developed Support</li> <li>Voice shifts or disappears</li> </ul>	<ul style="list-style-type: none"> <li>Noticeable structure but the reader may have to infer it</li> <li>May have some inappropriate paragraphing</li> <li>May include inappropriate transitions that disrupt progression of ideas (intrusive: “Firstly,” “Secondly,” “Lastly” used within paragraphs)</li> <li>May include major digression</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 are not sufficiently formed, but all are present</li> <li>Inference is usually required</li> <li>May be insufficient</li> </ul>
2	<ul style="list-style-type: none"> <li>Subject/position (or issue) limited or unclear</li> <li>Unrelated ideas or major drift from Focus</li> <li>Off-mode response NOT serving expository purpose</li> <li>May be insufficient writing to determine that the subject/position (or issue) can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>Support is undeveloped, limited, or unclear</li> <li>May be list of unrelated specifics</li> <li>May be insufficient writing to determine that Support can be maintained</li> <li>No evidence of suitable voice</li> </ul>	<ul style="list-style-type: none"> <li>Structure is attempted; may be off-mode (NOT serving expository purpose)</li> <li>Little evidence of appropriate paragraphing</li> <li>Little structure within paragraphs (e.g., lacks purposeful ordering of sentences)</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 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 expository structure</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 or confusing</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Support is absent or confusing</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Confusing; little or no attempt to structure</li> <li>Little or no evidence of appropriate paragraphing</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; or 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>