

	4 Advanced (Above Grade Level)	3 Proficient (At Grade Level)	2 Basic (Approaching Grade Level)	1 Below Basic (Below Grade Level)
Focus Writing clearly to convey a well-defined controlling point	<ul style="list-style-type: none"> Identifies and introduces the topic clearly for the intended audience Includes a preview of what is to follow (thesis/subtopics) Maintains a strong controlling point throughout the paper 	<ul style="list-style-type: none"> Identifies and introduces the topic for the intended audience Maintains a controlling point 	<ul style="list-style-type: none"> Addresses some aspects of the research question Maintains a general point 	<ul style="list-style-type: none"> Lacks control
Content Ideas developed through facts, definitions, concrete examples, explanations, quotations, etc.	<ul style="list-style-type: none"> Develops and analyzes the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples Includes graphics and/or multimedia when useful to aiding comprehension 	<ul style="list-style-type: none"> Develops and analyzes the topic with relevant, facts, definitions, concrete details, quotations, or other information and examples Includes graphics and/or multimedia when useful to aiding comprehension 	<ul style="list-style-type: none"> Develops and/or analyzes the topic with facts, definitions, concrete details, quotations, or other information and examples May include graphics and/or multimedia 	<ul style="list-style-type: none"> Attempts to provide information related to the topic, but demonstrates a lack of understanding Information may be irrelevant or inaccurate
Organization: Purposeful sequence which may include: definitions, classifications, compare/contrast, cause/effect	<ul style="list-style-type: none"> Organizes ideas, concepts, and information using specific strategies Uses transitions and/or formatting to create cohesion and effectively clarify relationships among ideas and concepts 	<ul style="list-style-type: none"> Organizes ideas, concepts, and information using specific strategies Uses transitions and/or formatting to clarify relationships among ideas and concepts 	<ul style="list-style-type: none"> Attempts to organize ideas, concepts, and information using strategies Attempts to use transitions and/or formatting to clarify relationships among ideas and concepts 	<ul style="list-style-type: none"> Lacks control of structure
Style Choice, use, and arrangement of words and sentence structure create tone and voice	<ul style="list-style-type: none"> Uses precise language that expresses ideas accurately and concisely Uses sentences of varying lengths and complexities Develops and maintains a consistent voice and formal style 	<ul style="list-style-type: none"> Varies sentence patterns while using precise language Develops and maintains a consistent voice and formal style 	<ul style="list-style-type: none"> Inconsistently uses topic-specific vocabulary and word choice Some sentence variety 	<ul style="list-style-type: none"> Attempts to use topic-specific vocabulary and/or Lacks sentence variety
Conventions	<ul style="list-style-type: none"> Accurately uses punctuation to support sophisticated sentence structure Use of conventions enhances the style of writing 	<ul style="list-style-type: none"> Demonstrates a grade appropriate command of grammar, usage, capitalization, and spelling 	<ul style="list-style-type: none"> Mechanical and usage errors interfere somewhat with writer's message 	<ul style="list-style-type: none"> Repeated weakness in mechanics and usage interfere with writer's message