

<b>CRITERIA</b> <b>(grade estimate)</b>	<b>Meets Standard</b> <b>80-89</b>	<b>Nearly Meets Standard</b> <b>70-79</b>	<b>Below Standard</b> <b>60-69</b>
<b>PURPOSE</b> <ul style="list-style-type: none"> <li>• topic</li> <li>• focus/controlling idea</li> <li>• context/background for reader as needed throughout paper</li> </ul>	___ <b>clear focus established in intro. and maintained throughout essay</b>  ___ <b>clear thesis entails interpretive claim about the text</b>  ___ <b>clear context as needed so reader can make sense of writer's thinking, both in introduction and throughout paper</b>	___ focus is clear in intro. but not maintained throughout body, or vice versa  ___ thesis is not clear and/or does not involve an interpretive claim about the text  ___ some context/background, but may not be enough or may be inappropriate	___ attempted focus, judgment, or point of view  ___ lacks thesis  ___ little context/background
<b>ORGANIZATION</b> <ul style="list-style-type: none"> <li>• overall structure</li> <li>• introduction/conclusion</li> <li>• transitions</li> <li>• logical progression of ideas</li> </ul>	___ <b>compelling introduction</b>  ___ <b>strong informative body</b>  ___ <b>satisfying conclusion; thesis is restated w/o redundancy</b> ___ <b>effective transitions</b>  ___ <b>logical arrangement of ideas</b>	___ introduction  ___ body  ___ thesis restatement in conclusion may be redundant ___ some transitions missing  ___ logical arrangement of ideas	___ weak or missing introduction and/or conclusion  ___ some gaps in ideas, or sections that are confusing to reader ___ few transitions ___ confusing arrangement of ideas
<b>DETAILS</b> <ul style="list-style-type: none"> <li>• accurate facts, evidence ideas, information to support purpose</li> </ul>	___ <b>specific evidence/details from text to support focus (paraphrasing or direct quotes)</b>  ___ <b>citations as needed</b>  ___ <b>explanations of how the details support focus and show writer's thinking—elaboration and analysis</b>	___ not enough specific evidence to support focus  ___ reference to text may be too general, not specific  ___ not enough explanation of evidence  ___ evidence only loosely connected to focus	___ evidence may be limited to summary or lists  ___ evidence very general and/or inaccurate  ___ little explanation of evidence  ___ evidence may be unconnected to focus
<b>STYLE/VOICE/TONE</b> <ul style="list-style-type: none"> <li>• word choice, sentence structure/variety to create chosen effect and engage reader</li> </ul>	___ <b>precise (not vague or general) word choice</b>  ___ <b>variety of sentence patterns</b>  ___ <b>appropriate tone</b>  ___ <b>omits needless or redundant words and phrases</b>	___ appropriate word choice  ___ clear sentences, but not enough variety in sentence structures/patterns  ___ appropriate tone  ___ some redundancies	___ simple word choice  ___ some awkward or repetitious sentences  ___ too informal, inappropriate tone  ___ many redundancies
<b>CONVENTIONS</b> <ul style="list-style-type: none"> <li>• spelling, grammar, usage, and mechanics</li> </ul>	___ <b>correct spelling, capitalization, and punctuation</b>  ___ <b>correct grammar and sentence structure</b>	___ some spelling, capitalization, or punctuation mistakes  ___ some grammar and sentence structure mistakes	___ many spelling, capitalization, or punctuation mistakes ___ many grammar and sentence mistakes