

<p>provide enrichment.</p> <ul style="list-style-type: none"> ▪ The main idea or thesis statement is clearly defined. ▪ The writer seems knowledgeable and uses appropriate information and details from a variety of sources. (e.g. personal experiences, observations, and prior knowledge) ▪ The writer responds to the reader's informational needs. ▪ The writer uses relevant logical details to clarify the main idea. ▪ Sources, if used, are acknowledged. 	<p>reader through the text.</p> <ul style="list-style-type: none"> ▪ Information is arranged within each paragraph in a logical and effective sequence that meets the reader's needs. ▪ The writing is a cohesive piece that includes an engaging introduction, a body that provides relevant information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. ▪ Transitions are appropriate and connect the ideas within and between paragraphs. 	<p>and is writing for an audience.</p> <ul style="list-style-type: none"> ▪ The tone is appropriate to the topic, purpose, and audience. ▪ Vocabulary and figurative language convey the writer's personality. (e.g. humor, surprise, and discovery) ▪ Text is original and compelling and is designed to hold the reader's attention by anticipating the reader's interest and needs. 	<p>understanding.</p> <ul style="list-style-type: none"> ▪ Words are specific and accurate ▪ Words and phrases (e.g. vivid explicit nouns, and effective metaphors) used to catch the reader's attention if present is used sparingly. ▪ The vocabulary suits the writer and audience. The meaning of vocabulary is defined or can be determined by context.
<p>Rating of 3 (Developing): the paper addresses and identifiable topic by offering the reader general basic information. Although the paper is clear and focused, the development is limited, sketchy, and/or general.</p> <ul style="list-style-type: none"> ▪ The main idea can be identified. ▪ The writer shares some knowledgeable information, facts, and experience but has some difficulty going from general observations to specifics. ▪ The writer sometimes responds to the reader's informational needs, but important issues or questions are somewhat vague. ▪ The writer sometimes uses relevant logical details to clarify the main idea and to meet the reader's informational needs. ▪ Sources, if used, are sometimes acknowledged. 	<p>Rating of 3 (Developing): The organizational structure is strong enough to move the reader from point to point without undue confusion.</p> <ul style="list-style-type: none"> ▪ Information is sometimes arranged within each paragraph in a logical and effective sequence, which does not always meet the reader's needs. ▪ The writing is beginning to develop as a cohesive piece that includes a functional introduction, body, and conclusion. ▪ Transitions are usually appropriate within and between paragraphs. 	<p>Rating of 3 (Developing): The writing seems sincere, but not genuinely engaged, committed, or involved. The result is pleasant and sometime even personable, but short of compelling.</p> <ul style="list-style-type: none"> ▪ The tone could be altered slightly to better fit the topic, purpose, and audience. ▪ Vocabulary and figurative language are interesting but inconsistently convey the writer's personality. (e.g. language may be general, vague, or abstract) ▪ The text occasionally holds the reader's attention by anticipating the reader's interests and needs. 	<p>Rating of 3 (Developing): The writing is functional but sometimes lacks interest and gets the message across.</p> <ul style="list-style-type: none"> ▪ Words sometimes are correct though not necessarily suitable and precise. ▪ Words and phrases sometimes stimulate the reader's imagination. ▪ Specialized vocabulary is sometimes used without sufficient explanation
<p>Rating of 1 (Beginning): The writer has not clarified the selected topic. The paper has no clear sense of purpose.</p> <ul style="list-style-type: none"> ▪ The main idea is not identifiable. ▪ The writer shares some information, but 	<p>Rating of 1 (Beginning): The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a random fashion.</p> <ul style="list-style-type: none"> ▪ The sequential arrangement of information 	<p>Rating of 1 (Beginning): The writer seems indifferent, uninvolved, or distanced from the topic and/or audience. As a result, the writing is flat, lifeless, or mechanical.</p> <ul style="list-style-type: none"> ▪ The tone is inappropriate for the topic, 	<p>Rating of 1 (Beginning): The writer struggles with a limited vocabulary and searches for words to convey meaning. The words do not get the message across.</p> <ul style="list-style-type: none"> ▪ Words are vague or used inappropriately



<ul style="list-style-type: none"> ▪ The purpose is clearly defined. ▪ The writing supports the purpose with concise, logical details that meet the reader’s informational needs. ▪ Sources, if used, are acknowledged. 	<p>the text.</p> <ul style="list-style-type: none"> ▪ Information is arranged in a format that is logical and effective and meets the reader’s needs. ▪ The writing is a comprehensive piece with a constructive introduction, a body that provides relevant information, and a suitable conclusion that reinforces the purpose and leaves the reader with a sense of completion. ▪ Transitions are appropriate and connect the ideas. ▪ Information is organized within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader’s needs. 	<p>and is writing for an audience.</p> <ul style="list-style-type: none"> ▪ The text and/or graphics are appropriate for the audience and purpose. (e.g. letter, complex reports, directions, brochures, electronic presentations, newsletters, memos, e-mails, fliers, web pages, charts, maps, tables, pictorials, and resumes) ▪ Writes with authority so the voice is not distracting. 	<ul style="list-style-type: none"> ▪ Words are clear, precise, and professional. ▪ The meaning of technical term professional jargon is defined determined by the context. ▪ The vocabulary suits the purpose and audience.
<p>Rating of 3 (Developing): The writing addresses an identifiable goal by offering the reader general basic information. The development is limited, sketchy, and/or general.</p> <ul style="list-style-type: none"> ▪ The purpose can be identified. ▪ The writing sometimes supports the purpose with concise, logical details that meet the reader’s informational needs. ▪ Sources, if used, are sometimes acknowledged. 	<p>Rating of 3 (Developing): The organizational structure is strong enough to move the reader from point to point without undue confusion.</p> <ul style="list-style-type: none"> ▪ Information is sometimes arranged in a format that is logical and effective, which does not always meet the reader’s needs. ▪ The writing is beginning to develop as a comprehensive piece that includes a functional introduction, body, and conclusion. ▪ Transitions are usually appropriate. ▪ Information is sometimes organized within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader’s needs. 	<p>Rating of 3 (Developing): The writing seems sincere, but not genuinely engaged, committed, or involved. The result is pleasant and sometime even personable, but short of compelling.</p> <ul style="list-style-type: none"> ▪ The text and/or graphics sometimes are appropriate for the audience and purpose. (e.g. letter, complex reports, directions, brochures, electronic presentations, newsletters, memos, e-mails, fliers, web pages, charts, maps, tables, pictorials, and resumes) ▪ Writes with authority but sometimes voice is distracting. 	<p>Rating of 3 (Developing): The language is functional but sometimes lacks impact. Some words do not get the message across.</p> <ul style="list-style-type: none"> ▪ Sometimes words are clear, precise, and professional. ▪ The meaning of technical term professional jargon is sometimes determined by the context or can be determined by the context. ▪ The vocabulary sometimes suits the purpose, subject, and audience.
<p>Rating of 1 (Beginning): The writing has not clarified the selected goal. The text has no clear sense of purpose.</p> <ul style="list-style-type: none"> ▪ The purpose is not identifiable. ▪ The writer does not support the purpose with concise, logical details that meet the reader’s information needs. ▪ Sources, if used, are not acknowledged. 	<p>Rating of 1 (Beginning): The text lacks a clear sense of direction. Ideas and details seem strung together in a random fashion.</p> <ul style="list-style-type: none"> ▪ Information is not arranged in a format that is logical and effective. ▪ The writing is not comprehensive and does not include a clear introduction, body, and conclusion. 	<p>Rating of 1 (Beginning): The writer seems indifferent, uninvolved, or distanced from the topic and/or audience.</p> <ul style="list-style-type: none"> ▪ The text and/or graphics are not appropriate for the audience and purpose. (e.g. letter, complex reports, directions, brochures, PowerPoint®, newsletters, memos, e-mails, fliers, web pages, charts, 	<p>Rating of 1 (Beginning): The writer struggles with a limited vocabulary. Some words do not get the message across.</p> <ul style="list-style-type: none"> ▪ Words are not clear, precise, and professional. ▪ The meaning of technical term professional jargon is not defined.

<ul style="list-style-type: none"> • The writer seems to be writing from experiences and shows insight. • Supporting, relevant, and focused details give the reader important information that he or she could not personally bring to the text. • The main idea(s) stand out. • The text is controlled and well developed. • The writer works with and shapes ideas, making connections and sharing insights. 	<ul style="list-style-type: none"> • Details fit where they are placed; sequencing is logical and effective. • An introduction engages the reader with the text. • A satisfying conclusion leaves the reader with a sense of resolution. • Pacing is very well controlled; the writer delivers needed information at just the right moment and then moves on. • Transitions allow ideas to flow smoothly within the text. 	<ul style="list-style-type: none"> • The language communicates in a compelling manner. Moments here and there amuse, surprise, delight, or move the reader. • The text leaves the reader feeling a strong sense of interaction with the writer. • The tone is appropriate for the purpose and the audience. 	<ul style="list-style-type: none"> • Words are specific and accurate; seem just right. • Imagery is strong. • Powerful verbs give the writing life. • Striking words and phrases catch the reader’s eye, but the language is natural and never overdone. • Expression is fresh and appealing; is used sparingly.
<p>Rating of 3 (Developing): The paper is clear and focused. The topic shows promise, even though development is still limited, sketchy or general.</p> <ul style="list-style-type: none"> • The writer is beginning to define the topic, but is not “there” yet. The reader needs more information to “fill in the blanks.” • The writer seems to be writing from experience, but has some trouble going from general observations to specific details. • Ideas are reasonably clear and purposeful, even though they may not be explicit, detailed, personalized, or developed. • Main idea(s) seems a blend of the original and the predictable. • Support is attempted, but doesn’t go far enough in developing, clarifying, or adding new insights. 	<p>Rating of 3 (Developing): The organizational structure is strong enough to move the reader from point to point without confusion.</p> <ul style="list-style-type: none"> • Sequencing is usually logical. It may sometimes be too obvious or otherwise ineffective. • The paper has a recognizable introduction but it may not create a strong sense of anticipation. • The conclusion may not leave the reader with a satisfying sense of resolution. • Pacing is fairly well controlled, though the writer sometimes moves too quickly or spends too much time on the obvious. • Transitions often work well though connections between ideas are sometimes unclear. 	<p>Rating of 3 (Developing): The writing seems sincere, but not genuinely engaged, committed, or involved. The text is pleasant and sometimes personable, but short of compelling.</p> <ul style="list-style-type: none"> • The language is natural, sometimes thought-provoking, and it brings the topic to life. • The text uses language that is strong on occasion, but at other times it is vague and tentative. • The writer seems aware of an audience but often fails to weigh words carefully. 	<p>Rating of 3 (Developing): The writing is functional, but sometimes lacks focus or gets the message across.</p> <ul style="list-style-type: none"> • Words are sometimes correct and adequate; it is easy to understand what the writer means. • Familiar words and phrases catch the eye but rarely capture the reader’s imagination. • A few energetic verbs liven things up here and there; the reader yearns for more. • Attempts at colorful language are close to the mark but may seem out of place. • The text may be redundant or clichés.
<p>Rating of 1 (Beginning): As yet, the paper has no clear sense of purpose. The reader must make inferences based on sketchy details.</p> <ul style="list-style-type: none"> • Information is very limited or unclear. • All details seem equally important. • The text is very repetitious, or reads like a list. 	<p>Rating of 1 (Beginning): The writing lacks a clear sense of direction. Ideas, details, or events are random. There is no identifiable internal structure.</p> <ul style="list-style-type: none"> • Sequencing needs work. • The text lacks a real introduction. • There is no conclusion. • Pacing is awkward. 	<p>Rating of 1 (Beginning): The writing is flat, lifeless, or mechanical.</p> <ul style="list-style-type: none"> • The language does not connect with the reader. • The text speaks in a monotone that flattens all potential highs and lows of the message. 	<p>Rating of 1 (Beginning): The writer struggles with a limited vocabulary and overuses clichés.</p> <ul style="list-style-type: none"> • Words are so vague and abstract that the most general message comes across (e.g., <i>It was a fun time.</i>; <i>It was stuff.</i>)

<ul style="list-style-type: none"> • The arguable position is clearly asserted and suggests the need for a change of beliefs or a specific course of action. • The persuasive technique enhances the writer's position through 1) effective use of appeals (e.g., authority, reason, and emotion) and 2) makes use of pertinent evidence. • The alternate positions are identified and addressed. 	<ul style="list-style-type: none"> • The introduction engages the reader with the topic. • The argument structure presents main points and evidence in a logical and effective sequence to reinforce the writer's position. • Appropriate transitions connect ideas between and within paragraphs. • The conclusion reinforces the writer's original position. 	<ul style="list-style-type: none"> • The tone is appropriate to the topic, purpose, and audience. • Vocabulary and figurative language convey the writer's personality. • The text is provocative, lively, and designed to hold a reader's attention by anticipating the reader's interests and needs. 	<ul style="list-style-type: none"> • Words are specific and accurate; seem just right. • Imagery is strong. • Powerful verbs give the writing energy. • Striking words and phrases are used to the reader's interest, but the language is natural and never overdone. Language is used sparingly.
<p>Rating of 3 (Developing): The writer has begun to define and develop a position. Some supporting details and evidence are present.</p> <ul style="list-style-type: none"> • The arguable position is evident but suggests neither a change in belief nor a new course of action. • The persuasive technique relies on appeals though some may be weak or undeveloped. • The persuasive technique makes use of evidence, though not all of it is relevant. • The alternate positions are acknowledged but not addressed. 	<p>Rating of 3 (Developing): The paper has a functional introduction, body, and conclusion that allow the reader to move from point to point.</p> <ul style="list-style-type: none"> • The introduction is recognizable and functional. • The argument structure and evidence move in a direction that is somewhat mechanical. • The transitions are usually present and between and within paragraphs but may be forced. • The conclusion is recognizable and functional. 	<p>Rating of 3 (Developing): The writer is sincere and willing to communicate the position on a functional, if somewhat distant level.</p> <ul style="list-style-type: none"> • The tone could be altered slightly to better fit the topic, purpose, and audience. • Vocabulary and figurative language are interesting but inconsistently convey the writer's personality. • The text occasionally speaks to the audience and sometimes holds the reader's attention by anticipating the reader's interests and needs. 	<p>Rating of 3 (Developing): The paper is functional, but sometimes lacks energy and does not get the message across.</p> <ul style="list-style-type: none"> • Words are sometimes correct and precise, but not necessarily adequate though not necessarily accurate. • Attempts at imagery or colorful language sometimes capture the reader's imagination. • There are few energetic verbs. • The text is sometimes redundant and contains clichés.
<p>Rating of 1 (Beginning): The writer takes no identifiable position. As a result, the reader can only infer the writer's message.</p> <ul style="list-style-type: none"> • The arguable position is not asserted and the writer does not take a position. 	<p>Rating of 1 (Beginning): The paper has no recognizable beginning, middle, and end.</p> <ul style="list-style-type: none"> • The introduction is unrecognizable. 	<p>Rating of 1 (Beginning): The writer seems distanced from the position; as a result, the text may lack life, spirit, or energy.</p> <ul style="list-style-type: none"> • The tone is inappropriate for the topic, purpose, and audience. 	<p>Rating of 1 (Beginning): The writer struggles with a limited vocabulary and searches for words to convey meaning; as a result, the words do not get the message across.</p> <ul style="list-style-type: none"> • Words are often vague and imprecise.

