

	4	3	2	1
Subject & Position	Shows an <i>authoritative</i> understanding of the subject. Defends ideas from a <i>thoughtful, perceptive</i> point of view.	Shows a <i>clear</i> grasp of the subject. Defends ideas from a <i>competent, if predictable</i> , point of view.	Shows a <i>limited</i> grasp of the subject. Defends ideas from a <i>simple</i> point of view.	May state a position.
Supporting Assertions	<p>Gives several <i>substantial</i> assertions of <i>uncommon depth and substance</i>. <i>Skillfully</i> supports each assertion with precise, well-chosen evidence taken from appropriate sources. Effectively uses specific rhetorical devices (appeal to logic or reason, appeal to emotion, personal anecdote, etc.) Convincingly addresses readers' concerns, biases, counter-claims, and expectations.</p> <p><i>Insightful</i> commentary connects the evidence, supporting assertions and position.</p>	<p>Gives several <i>expected</i> assertions. Evidence is more <i>general</i> and details are less well-chosen than in the score level 4. Thus, the argument is less convincing. Uses some specific rhetorical devices to support assertions. Recognizes <i>some</i> reader concerns, biases, counter-claims.</p> <p>Commentary is lacking; connections between examples and reasons are too often left to the reader to understand. Overall, this writer needs to think more deeply about the issues which led to this situation.</p>	<p>Gives several <i>obvious</i> assertions which <i>mostly</i> support the position. May use some specific rhetorical devices to support assertions, but mainly offers <i>minimally developed</i> facts, details, or explanations OR relies almost entirely on personal anecdote. May attempt to address some of the readers' concerns, but does not fully succeed.</p> <p><i>Does not explain</i>. The reader must guess why the writer has included the evidence and how the ideas are related.</p>	<p>The supporting assertion(s), if offered, are very <i>incomplete</i> and <i>may contain errors</i> about the subject. The writer may:</p> <ul style="list-style-type: none"> • merely list reasons • merely describe the situation • offer unrelated ideas • retell personal experience with little connection to the subject • argue against the stated position <p>The whole is extremely <i>incomplete, unclear, rambling, illogical, or disconnected</i>.</p>
Organization	<p>Covers <i>all</i> parts of the writing task. Focuses on the subject and position throughout.</p> <p>Understands the purpose. Speaks to the topic.</p> <p><i>Successfully</i> includes:</p> <ul style="list-style-type: none"> • a graceful introduction, well-made thesis, fully supported body, and satisfying conclusion • a logical sequence of ideas • effective balance between evidence and the writer's explanation (commentary) • a conclusion which reaches beyond summary 	<p>Covers <i>all</i> parts of the writing task.</p> <p><i>Mostly</i> understands the purpose. Speaks to the topic.</p> <p><i>Successfully</i> includes an introduction, thesis, body, and conclusion, but sections <i>may be out of balance</i>:</p> <ul style="list-style-type: none"> • important evidence may be missing or may lack needed detail • (or) may give too much detail • (or) may let evidence "speak for itself" without connecting it to the assertions, position and subject 	<p>Covers only <i>parts</i> of the writing task.</p> <p>May understand the purpose but <i>does not successfully achieve it</i>. Speaks to the topic.</p> <p>Organization is <i>unclear</i> or <i>mechanical</i>:</p> <ul style="list-style-type: none"> • thesis may be missing • may seem more like an outline or advance organizer than an essay • if brief, may offer lists without enough detailed support • if long, may ramble on and on, lose focus, and include unimportant points • sequence may be illogical • may lack an ending or end hurriedly 	<p>Covers only <i>one</i> part of the writing task.</p> <p>May understand the purpose of persuasion but not how to structure a persuasive argument. May not speak to the topic.</p> <p>Shows no understanding of how to create an essay with a clear beginning, middle and end. Ideas are not well organized, or there is too little to organize.</p>
Style	<p>Skillfully uses mature, precise language, action verbs, sensory details, active voice, appropriate modifiers. Tone is appropriate to the audience and context. Creates a pleasing whole with varied sentences and purposeful transitions, parallel structures, etc.</p>	<p>Uses some precise language, action verbs, sensory details, appropriate modifiers, active voice. Tone is appropriate to the audience and context. Uses fewer transitions, parallel structures, etc. with less effective results than the score 4 essay.</p>	<p>Uses simple sentences and elementary, expected word choice. The tone may be inappropriate to the audience and context. Few or no transitions or stylistic devices are used to connect ideas.</p>	<p>Uses no sentence variety and limited vocabulary. The tone may be inappropriate to the audience and context. Few or no transitions or stylistic devices are used to connect ideas.</p>
Correctness	Contains few or no errors. Errors present do not confuse the reader.	Contains some errors which do not confuse the reader.	Contains several errors which interfere with the reader's understanding of the essay.	Contains serious errors which confuse the reader.