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| **Scoring Domain** | **Score Point: Advanced****At this score point, the writer—20-19** | **Score Point: Proficient****At this score point, the writer— 18-16** | **Score Point: Basic****At this score point, the writer— 15-14** | **Score Point: Below Basic****At this score point, the writer— 13-11** | **Score Point: Below Basic****At this score point, the writer— 10-0** |
| \_\_\_\_\_\_**Thesis/Focus** | ● creates and maintains a provable and arguable thesis, successfully defending one clear position.● writes cohesively with a sharp, distinct focus, clearly identifying topic, task, and audience.  | ●creates and maintains a provable and arguable thesis, defending one position.●writes with distinct focus, identifying topic, task, and audience. | ● creates and maintains a somewhat provable and arguable thesis, defending one position.● displays a clear understanding of task, purpose, and audience. | ● creates and maintains a somewhat provable and arguable thesis, inconsistently defending one position.● displays an understanding of task, purpose, and audience. | ● provides little to no evidence of thesis or position.● displays minimal understanding of task, purpose, and audience.● does not respond to prompt. |
| **Content**\_\_\_\_\_\_ | ● provides and analyzes relevant information and specific supporting details from reliable sources.● develops claim(s) fairly and anticipates the audience knowledge level and possible counterclaims.●includes a clear, engaging, and well- defined introduction, body paragraphs, and conclusion that support or reinforce the argument. | ●provides and analyzes relevant information and supporting details from reliable sources.● develops claim(s) fairly and somewhat anticipates the audience knowledge level and concerns.●includes a clear and well-developed introduction, body paragraphs, and conclusion that support or reinforce the argument. | ●provides insufficient support from reliable and/or unreliable sources.● develops claim(s) fairly and minimally anticipates the audience knowledge level and concerns.●demonstrates inconsistency with thesis, body paragraphs, and conclusion. | ● provides minimal support.● develops claim(s) somewhat fairly. * Details are present but superficial

● makes little attempt to anticipate the audience knowledge level and concerns.● displays weak evidence of thesis, body paragraphs beginning, and conclusion. | ● provides little to no support.●does not respond to prompt. ● does not develop claim(s) fairly. ● makes no attempt to anticipate the audience knowledge level and concerns.●does not include an identifiable introduction, body, and/or conclusion. |
| \_\_\_\_\_\_**Organization** | ● chooses controlled and subtle organizational strategies appropriate for task, purpose, and audience.● uses effective transitions, parallel structures, and similar writing techniques.● clearly establishes relationships between concepts, claims and reasons, and reasons and evidence. | ● chooses controlled organizational strategies appropriate for task, purpose, and audience.●uses transitions, parallel structures, and similar writing techniques.● establishes relationships between concepts, claims and reasons, and reasons and evidence. | ●chooses organizational strategies that may or may not be appropriate for task, purpose, and audience.●inconsistently uses transitions, parallel structures, and similar writing techniques.● somewhat establishes relationships between concepts, claims and reasons, and reasons and evidence. | ● displays inconsistent organizational strategies that may or may not be appropriate for task, purpose, or audience.● uses few or no transitions to link ideas.● minimally establishes relationships between concepts, claims and reasons, and reasons and evidence. | ● displays minimal or no evidence of organizational strategies.●does not use transitions to link ideas. ● does not establish relationships between concepts, claims and reasons, and reasons and evidence. |
| \_\_\_\_\_\_**Style** | ●uses a variety of sentence structures and descriptive word choices.●maintains a formal style and tone and a consistent point of view.● uses precise language to create an effective tone and voice. | ●uses some variety of sentence structures and descriptive word choices.●inconsistently maintains a formal style, tone, and point of view.● uses precise language to create tone and voice. | ●uses little variety of sentence structures and redundant word choices.●displays some evidence of formal style or tone, and may shift point of view.● uses average language that creates an ineffective tone and voice. | ● uses simplistic or repetitious sentence structures. ● demonstrates little understanding of tone or point of view.● uses simplistic or unspecific language and vocabulary that creates a distracting tone and voice. | ●uses simple sentence structures.●demonstrates no understanding of style, tone, or point of view. ●does not respond to prompt.● uses vague and repetitive language and vocabulary.  |

 Total- \_\_\_\_\_\_\_\_\_\_\_\_\_/80