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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