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| Exceeds  4 | Meets  3 | Nearly Meets  2 | Beginning  1 |
| **IDEAS & CONTENT**  Purpose and main ideas: clear, focused and interesting  Supporting details:   * Relevant, carefully selected details * Makes connections and shares insights | **IDEAS & CONTENT**  Purpose and main ideas: clear and focused  Supporting details:   * General or limited in places * Some connections and insights are present | **IDEAS & CONTENT**  Purpose and main ideas: overly broad or simplistic  Supporting details:   * Limited, off-topic, predictable or too general * Connections and insights are missing | **IDEAS & CONTENT**  Purpose and main ideas: unclear and require inferences by reader  Supporting details:   * Minimal development; insufficient details * Irrelevant details * Extensive repetition |
| **ORGANIZATION**  Order and structure are strong and move the reader through the text.   * Effective sequencing and paragraph breaks * Introduction: inviting beginning that draws the reader in * Conclusion: Satisfying sense of resolution or closure * Smooth, effective transitions among all elements (sentences, paragraphs, ideas). | **ORGANIZATION**  Organization is clear; order and structure are present.   * Clear sequencing and paragraph breaks; organization is predictable. * Introduction: recognizable, developed * Conclusion: developed * A variety of transitions used. * Details that fit where placed. | **ORGANIZATION**  Overall structure is inconsistent or skeletal.   * Some sequencing and paragraphs breaks; order of ideas may be unclear. * Introduction: too short, obvious or ineffective (e.g., “My topic is…”). * Conclusion: too short, obvious or ineffective. * Transitions are infrequent or repetitive. * Placement of details is not always effective. | **ORGANIZATION**  Organizational structure is unclear and difficult to follow, or too short to demonstrate organization.   * Paragraph breaks are missing. * Introduction: missing or underdeveloped * Conclusion: missing or underdeveloped * Transitions are missing * Details are randomly placed, leaving the reader confused. |
| **WORD CHOICE**  Employs a broad range of words, which have been carefully chosen and thoughtfully placed for impact.   * Accurate, specific words; word choices energize the writing. * Fresh, vivid expression; slang, if used, seems purposeful and is effective. * Words and phrases are striking and varied, but are natural and not overdone. * Words that evoke clear images; figurative language, if used, enhances the message. | **WORD CHOICE**  Employs a variety of words that are functional and appropriate to audience and purpose.   * Expression that is accurate and effective. * Words and phrases are natural. * Descriptive, figurative, or technical language, if used, is appropriate and effective. | **WORD CHOICE**  Does not employ a variety of words, producing a “generic” paper filled with familiar words and phrases. Language lacks precision and variety, or is inappropriate to audience and purpose.   * Expression is ordinary or general; slang, if used, is not purposeful or effective. * Words and phrases are often forced or misused. * Reliance on clichés. | **WORD CHOICE**  Language is repetitive and/or misused, taking away from the meaning and impact.   * General, vague words. * Extremely limited range of words. * Words do not fit the text: imprecise, inadequate, or wrong. * Text is too short to show variety. |
| Exceeds  4 | Meets  3 | Nearly Meets  2 | Progressing  1 |
| **SENTENCE FLUENCY**  Writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure.   * Sentence beginnings: sentences begin in different ways, adding interest. * Sentence lengths: a variety of lengths that add interest. * Sentence patterns: a variety of complex patterns that add interest. * Stylistic control: dialogue, if used, sounds natural. | **SENTENCE FLUENCY**  Writing is easy to read aloud; sounds natural; variety of sentence beginnings, lengths and patterns.   * Sentence beginnings: most sentences begin in different ways. Some repetition detracts from overall impact. * Sentence lengths: some sentences are shorter; some are longer. Some repetition detracts from overall impact. * Sentence patterns: somewhat varied. Some control over more complex sentences. * Dialogue: if used, most sounds natural. | **SENTENCE FLUENCY**  Some parts are easy to read aloud; occasional awkward constructions force the reader to slow down.   * Sentence beginnings: many sentences begin the same way. * Sentence lengths: many sentences are the same length. * Sentence patterns: many are the same. Little control over more complex sentences. * Dialogue: does not sound natural. | **SENTENCE FLUENCY**  Writing tends to either be choppy, rambling or incomplete. Awkward constructions force the reader to slow down or reread.   * Sentence beginnings: begin the same way. * Sentence lengths: same lengths-either short and choppy or long and rambling. * Sentence patterns: repeated over and over. (e.g., subject-verb or subject-verb-object). * Sentence structure that obscures meaning. * Confusing word order. * Text is too short to demonstrate variety and control. |
| **CONVENTIONS**  Strong control of conventions; uses conventions effectively to enhance readability. Errors are few and minor.   * Correct grammar and usage that contribute to clarity and style. * Skill in using a wide range of conventions. * Little need for editing. | **CONVENTIONS**  Control of conventions. Minor errors do not impede readability.   * Control over conventions used, although a wide range is not demonstrated. * Correct end-of-sentence punctuation; internal punctuation is sometimes incorrect. * Moderate need for editing. | **CONVENTIONS**  Limited control of conventions. Errors begin to impede readability.   * Some control over basic conventions; text is too simple or too short to reveal proficiency. * End-of-sentence punctuation is usually correct; however, internal punctuation contains frequent errors. * Spelling errors that distract the reader. * Capitalization errors. * Significant need for editing. | **CONVENTIONS**  Little control of conventions. Frequent errors impede readability.   * Many end-of-sentence punctuation errors; internal punctuation contains frequent errors. * Spelling errors frequently distract the reader; misspelling of common words often occurs. * Capitalization that is inconsistent or often incorrect. * Extensive need for editing. |

TuHS English Department 2012 (Revised from ODE Official Scoring Guide 2010-2011)