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| Exceeds4 | Meets3 | Nearly Meets2 | Beginning1 |
| **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
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| **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.
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| **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.
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| Exceeds4 | Meets3 | Nearly Meets2 | Progressing1 |
| **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.
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| **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.
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TuHS English Department 2012 (Revised from ODE Official Scoring Guide 2010-2011)