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| Scoring Criteria | Exceeding Expectations (4) | Meeting Expectations (3) | Approaching Expectation (2) | Below Expectations (1) |
| Criteria 1: Focus | Student addresses prompt in an engaging way (e.g. a hook). The claim or topic is compelling and/or arguable. | Student addresses prompt and clearly introduces the topic/claim. | Student attempts to address the prompt and introduces a topic/claim. | Student does not address the prompt and does not introduce a topic. |
| Criteria 2: Development | Student selects the most sufficient and relevant details/evidence to develop their topic. Cites evidence from reliable sources when appropriate. | Student selects sufficient and relevant details/evidence to develop their topic. Cites evidence from reliable sources when appropriate. | Student provides details/evidence to develop topic. Student references sources when appropriate. | Student does not develop topic with details/evidence. |
| Criteria 3: Structure | Student sequences details/evidence in the most logical order and uses varied and appropriate transitions to build cohesion. | Student sequences details/evidence in a logical order and uses transitions to build cohesion. | Student sequencing of details/evidence is not completely logical and uses the same transition repeatedly. | Student does not have a logical sequence for details/evidence and does not use transitions. |
| Criteria 4: Audience | Student writes appropriately for the audience’s level of knowledge or expertise on the topic. The student maintains a formal tone. | Student considers their target audience’s level of knowledge or expertise regarding the topic when writing. The student maintains a formal tone. | Student attempts to consider the audience’s knowledge or expertise on the topic. Student wavers between a formal and informal tone. | Student does not write with the audience in mind and uses an informal tone. |
| Criteria 5: Conventions | Student consistently uses correct and varied sentence structure, grammar and punctuation with no errors. | Student uses appropriate grammar, sentence structure and punctuation with 1-2 errors that impede understanding. | Student attempts appropriate grammar, sentence structure and punctuation but makes 3-5 errors that impede understanding. | Student minimally attempts and there are over 5 errors that impede understanding. |