|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * **COMPOSING/WRITTEN EXPRESSION** | | | | |
|  | **4** | **3** | **2** | **1** |
| **CENTRAL IDEA**  **AND**  **POSITION** | * Clear thesis stating position or side * Focus on appropriate audience | * Clear position * General focus on audience | * May focus on a position * Inconsistent focus on audience or fails to identify an audience | * Fails to take a position * No focus on audience or inappropriate audience |
| **ORGANIZATION**  **AND**  **UNITY** | * Effective introduction * Follows a logical organizational plan * Evidence and reasons are organized logically * Ideas are unified with few digressions * Maintains a consistent point of view * Uses transitions effectively to connect ideas within and across paragraphs | * Adequate introduction * Evidence of an organizational plan * Evidence and reasons are organized logically * Few minor digressions * Point of view may shift occasionally but does not distract the reader * Uses transitions effectively to connect ideas within and across paragraphs | * Weak introduction * Inconsistent organizational plan * Lack of unity due to major digressions * Shifts in point of view * Limited or inconsistent use of transitions within and across paragraphs | * No introduction * Fails to organize ideas * Lacks unity due to major digressions * Shifts in point of view * Absence of transitions connecting ideas |
| **COUNTERCLAIMS** | * Effectively addresses counterclaims and counterevidence effectively * Introduces claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims | * Adequately addresses counterclaims and counterevidence * May acknowledge or distinguish the claim(s) from counterclaims | * Attempts to address counterclaims * May not distinguish counterclaims from other evidence | * Fails to address counterclaims |
| **EVIDENCE AND DETAILS** | * Contains precise and relevant evidence (examples, illustrations, reasons, events, details) supporting purpose and audience * Details clarify and defend the writer’s position; fully and clearly elaborates ideas. * Shows how evidence supports each main point of the argument * Provides justification of how the evidence supports the claims | * Contains adequate evidence (examples, illustrations, reasons, events, and/or details) supporting purpose and audience * Some details clarify and defend the writer’s position, minor lapses in elaboration * Some evidence supports the main argument * Limited justification of how the evidence supports the claims | * Contains limited evidence (examples, illustrations, reasons, events, and/or details) supporting purpose and audience * Few details clarify or defend the writer’s position * Ideas may be a list of general, underdeveloped statements | * Contains little or no evidence (examples, illustrations, reasons, events, and/or details) supporting purpose and audience * Little or no elaboration * List of general unrelated statements |
| **CONCLUSION** | * Strong, effective conclusion, which provides a call to action, offers a solution, and/or includes a final appeal * Takes a step beyond summary * Leaves the reader with a strong impression | * Good conclusion, which may restate the problem and recommends a strong solution * May only provide a summary of main arguments | * Presents a weak conclusion or merely restates the thesis * Reader is not left with an overall impression | * Fails to draw conclusions * Does not include a call to action |
| **FLOW** | * Rhythmic flow resulting from purposeful sentence variety * Sentences incorporate subordination of ideas, and/or effective embedding of modifiers | * Some rhythmic flow and sentence variety * Some sentences use subordination of ideas, and/or embedding modifiers | * Uneven rhythmic flow and limited sentence variety * Little subordination of ideas | * No rhythmic flow and no sentence variety * No subordination or embedding modifiers |
| **WORD CHOICE** | * Contains highly specific word choice, descriptive language, and selected information * Appropriate, purposeful tone * Evidence of writer’s voice | * Contains specific word choice, descriptive language, and selected information * Evidence of tone * Some evidence of writer’s voice | * Limited word choice, descriptive language and or selected information * Inconsistent tone * Limited evidence of writer’s voice | * Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information * No evidence of writer’s voice |

End-of-Course SOL Writing Rubric