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| * **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
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End-of-Course SOL Writing Rubric