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|  | Proficient | Non-proficient |
|  | Thorough Understanding(4) | Adequate Understanding (3) | Partial Understanding(2) | Minimal Understanding(1) |
| Statement of Purpose/Focus |  Clearly states claim Consistently and clearly focused  Fully sustained with relevant reasons and evidence   Clearly communicates context for the claim   |  Adequately states claim  Generally focused  Adequately sustained with relevant reasons and evidence (some loosely related material may be present)  Adequately provide context for the claim |  Somewhat unclear claim Somewhat unfocused or minor drift in focus Somewhat **or** insufficiently sustained

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|  Some context for the claim is provided  |

 |  May be loosely related to purpose **or** confusing **or** ambiguous **or** lacks claim  Major drift in or lacks focus  Too brief to be sustained **or** lacks relevant detail  Insufficient **or** lacks context for the claim  |
| Organization |  Effective introduction clearly addresses audience and purpose  Consistent and effective use of a variety of transitional strategies  Logical progression of reasons and evidence from beginning to end  Strong connection between reasons and evidence with some syntactic variety  Effective concluding statement/ section follows from and supports the argument  |  Adequate introduction addresses audience and purpose  Adequate use of transitional strategies with some variety (may have minor flaws) Adequate progression of reasons and evidence from beginning to end  Adequate connection between reasons and evidence (at times inconsistent or loosely connected)  Adequate concluding statement/section follows from and supports the argument  |  Weak introduction that may address audience and purpose  Inconsistent use of basic transitional strategies with little variety Uneven development from beginning to end  Weak connection between reasons and evidence  Weak concluding statement/ section does not support the argument  |  Lacks introduction  Few **or** no transitional strategies are evident  Frequent extraneous ideas intrude **or** lacks development Little **or** no discernible connection between reasons and evidence  Lacks concluding statement/ section  |
| Elaboration of Evidence |  Thoroughly and convincingly supports claim with precise reasons and evidence from credible sources  Smoothly integrates relevant and concrete support/ evidence from sources  Clearly acknowledges alternate or opposing claim  Specific and precise use of citation techniques  Effective use of a variety of elaborative techniques  Deep understanding of the topic or text is evident  |  Adequately supports claim with clear reasons and relevant evidence from credible sources  Some relevant evidence from sources is adequately integrated  Loosely states **or** mentions alternate or opposing claim  Adequate **or** general use of citation techniques  Adequate use of some elaborative techniques  Adequate understanding of the topic or text is evident  |  Uneven **or** cursory support for claim with reasons and evidence from limited sources  Weakly integrates evidence from sources   May imply an alternate or opposing claim  Uneven **or** cursory use of citation techniques (may be imprecise or vague)  Weak **or** uneven use of elaborative techniques  Limited understanding of the topic or text is evident  |  Lacks reasons and evidence from sources to support claim  Evidence from source material is minimal **or** incorrect **or** irrelevant **or** absent  Does not acknowledge **or** distinguish claim from alternate or opposing claim  Lacks citation  Lacks elaboration  Lacks understanding of the topic or text  |
| Language and Vocabulary |  Precise use of academic vocabulary  Precise use of domain-specific vocabulary  Use of language and vocabulary is clearly appropriate for audience and purpose  Effectively establishes and maintains formal style  |  Adequate use of academic vocabulary (may mix some general language with precise language)  Adequate use of domain-specific vocabulary  Adequate use of language and vocabulary is generally appropriate for the audience and purpose  Adequately maintains a formal style  |  Uneven use of academic vocabulary **or** simplistic vocabulary  Uneven **or** inappropriate use of domain-specific vocabulary  Uneven use of some language and vocabulary that may be inappropriate for audience and purpose  Unevenly maintains formal style  |  Limited **or** vague **or** confusing use of academic vocabulary or language  Limited **or** no use of domain-specific vocabulary  Limited **or** no use of language and vocabulary to connect to audience and purpose  Limited **or** no attention to formal style  |
| Conventions | **Effectively and consistently:**  Few, if any, errors in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling | **Adequately:** Some errors in usage and sentence formation are present (no systematic pattern of errors)  Adequate use of punctuation, capitalization, and spelling  | **Inconsistently:** Frequent errors in usage and sentence formation may obscure meaning  Inconsistent use of punctuation, capitalization, and spelling  | **Rarely:** Frequent and severe errors in usage and sentenceformation often obscuremeaning  Frequent and severe errors in punctuation, capitalization,and spelling often obscuremeaning |

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|  | **Celebrations/Strengths** | **Next Steps for** **Instruction** |
| Statement of Purpose/Focus |  |  |
| Organization |  |  |
| Elaboration of Evidence |  |  |
| Language and Vocabulary |  |  |
| Conventions |  |  |