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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 controlling/main idea  Purposefully focused  Strongly maintained throughout  Clearly provides context for the controlling/main idea | Adequately states controlling/main idea    Generally focused  Generally maintained (some loosely related material may be present )  Adequately provides context for the controlling/main idea | Somewhat unclear controlling/main idea  Somewhat unfocused or minor drift in focus  Insufficiently **or** somewhat maintained (some extraneous material)  Some context is provided for the controlling/main idea | May be loosely related to purpose **or** confusing **or** ambiguous **or** lacks controlling/main idea  Major drift in or lacks focus  Too brief to be maintained  Insufficient or lacks context for the controlling/main idea |
| Organization | Clearly and effectively introduces the topic or text with attention to audience and purpose  Logically groups related information in paragraphs and sections  Logical progression of ideas from beginning to end  Effectively uses a variety of linking words and phrases to connect ideas  Effective use of formatting, illustrations, and multimedia (when useful to aiding comprehension)  Effective concluding statement/section is related to the task and addresses audience and purpose | Adequately introduces the topic or text with attention to audience and purpose  Adequately groups related information in paragraphs and sections  Adequate progression of ideas from beginning to end  Adequately uses a variety of linking words and phrases to connect ideas (some ideas may be loosely connected)  Some use of formatting, illustrations, or multimedia (when useful to aiding comprehension)  Adequate concluding statement/section is related to the task and addresses audience and purpose | Weak introduction  Limited grouping of some information  Uneven progression of ideas from beginning to end  Inconsistently uses a limited number of linking words and phrases, and clauses  Limited use of formatting and graphics (when useful to aiding comprehension)  Weak concluding statement/ section | Lacks introduction  Lacks evidence of grouping related information  Frequent extraneous ideas intrude **or** lacks progression of ideas  Few **or** no linking words and phrases, and clauses are evident  Minimal **or** no use of formatting and graphics (when useful to aiding comprehension)  Lacks concluding statement/ section |
| Elaboration of Evidence | Thoroughly and convincingly supports controlling/main idea with facts, definitions, concrete details, quotes, and/or other information related to topic  Smoothly integrates comprehensive and relevant information from sources  Precisely lists all sources  Effectively uses a variety of elaborative techniques | Adequately supports controlling/main idea with facts, definitions, concrete details, quotes, and/or other information related to topic  Adequately integrates relevant information from sources  Adequately lists sources  Adequately uses some elaborative techniques | Uneven **or** cursory support of controlling/ main idea with partial/uneven use of information, examples, and/or sources related to topic  Weakly integrates relevant information from sources  Uneven **or** inconsistent listing of sources  Weak **or** uneven use of elaborative techniques | Minimal **or** no support of controlling/main idea with facts, definitions, concrete details, quotes, and/or other information related to topic  Integration of evidence from sources is minimal **or** in error **or** irrelevant **or** absent  List of sources is minimal **or** in error **or** irrelevant **or** absent  Minimal **or** no elaborative techniques are evident |
| Language and Vocabulary | Clearly and effectively  expresses ideas using  precise academic vocabulary  Clearly and effectively  expresses ideas using  precise domain-specific  vocabulary  Clearly uses language and vocabulary that is appropriate for audience and purpose | Adequately uses academic  vocabulary (may mix precise  and more general language)  Adequately uses domain specific vocabulary  Adequately uses language and vocabulary that is generally appropriate for audience and purpose | Uneven use of academic  vocabulary or simplistic  language  Uneven use of domain specific vocabulary or  simplistic vocabulary  Uneven or inappropriate use of language and vocabulary for audience and purpose | Limited or vague or unclear  or confusing use of academic  vocabulary or language  Limited or vague or unclear or confusing use of domain specific vocabulary  Little sense of audience and purpose |
| 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:**  Severe errors in usage and sentence formation obscure meaning  Severe errors in punctuation, capitalization, and spelling obscure meaning |

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