

Period: _____

Writer's Student Number: _____

Scorer's Student Number: _____

	4	3	2	1	Score
Focus	A clear, logical argument defending a strong, distinct central point. The writer is clearly aware of the purpose and audience.	A logical argument defending a clear central point. The writer has a general awareness of the purpose and audience.	A vague argument defending an unclear central point. The writer does not demonstrate a consistent awareness of the purpose and audience.	Little or no evidence of a central point and/or argument. The writer has a minimal awareness of the purpose and audience.	_____
Content Development	Substantial, relevant content that demonstrates an understanding of the purpose. The writer presents an elaborate argument using relevant evidence and rhetorical strategies.	Specific content that adequately demonstrates an understanding of the purpose. The writer presents a clear argument using some relevant evidence. Rhetorical strategies may be evident.	Vague content, indicating a weak understanding of the purpose. The writer presents an underdeveloped argument supported with little evidence.	Content demonstrates a lack of understanding of the purpose. The writer presents an undeveloped argument with minimal or no evidence.	_____
Organization	Strong, effective organizational structures, such as logical order and transitions. The writer develops the position with a purposeful presentation of the content.	Some organizational structures, such as logical order and transitions. The writer develops the position with a sufficiently clear presentation of the content.	Inconsistent use of organizational structures, such as logical order and transitions. The writer inadequately organizes the content.	Little or no evidence of organizational structures. The writer insufficiently organizes the content.	_____
Style	The writer has precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone.	The writer has appropriate control of language, stylistic techniques, and sentence structures that create a consistent tone.	The writer has limited control of language and sentence structures which interferes with the tone.	The writer has minimal control of language and sentence structures which creates an inconsistent tone.	_____
Conventions	Few, if any, convention errors occur in mechanics, usage, and punctuation. The writer skillfully uses grammatical structures and vocabulary.	The paper generally follows the conventions of mechanics, usage, and spelling. The writer demonstrates a proficiency with grammatical structures and vocabulary.	Some errors in basic mechanics and usage may occur; commonly used words may be misspelled. The writer does not consistently use grammatical structures and/or vocabulary accurately.	Frequent errors in basic mechanics and usage; commonly used words may be misspelled. The writer frequently misuses grammatical structures and/or vocabulary.	_____
	Final Score				_____