	10/9	8	7/6	5
Ideas & Content	• The writing conveys ideas in a controlled and interesting manner. • The focus is stated clearly and meets requirements • Clear, relevant details, directions, examples, and/or anecdotes develop and enrich the central focus. • Primary and secondary ideas are developed in proportion to their significance; the writing is balanced.	• The writing presents important information about a specific topic by providing facts or directions, explaining ideas or defining terms. • The focus is stated clearly and meets requirements. • Primary and secondary ideas are developed in proportion to their significance; the writing has a sense of balance.	• The writing presents information about a specific topic by providing facts or directions, explaining ideas or terms. • The focus is unclear. • An attempt is made to develop primary and secondary ideas. • The writing has a limited sense of balance.	• The writing presents information about a topic by providing facts or directions, explaining ideas or defining terms. • The focus is unclear. • Specific requirements have been ignored or misunderstood. • Primary and secondary ideas lack a sense of development and/or balance.
Organization	• The writing is organized in a way that enhances meaning or helps to develop the central idea. • Each developmental paragraph addresses a specific aspect of the topic. • The sequence is effective and moves the reader through the paper—the order may or may not be conventional. • Transitions work well.	• The writing is clearly organized in a way that enhances meaning or helps to develop the central idea. • Each developmental paragraph addresses a specific aspect of the topic. • Transitions work well.	• The writing is fairly organized. • Each developmental paragraph attempts to address a specific aspect of the topic. • Transitions are limited.	• The writing needs more structure. • Developmental paragraphs are limited in focus and may be confusing. • Transitions need improvement.
Word Choice	• Well-chosen words convey the intended message in an interesting, precise, and natural way. • Lively, powerful verbs provide energy. (Be verbs are limited). • Specific nouns add color and clarity. • Modifiers work to provide strong imagery. • Expression is fresh and appealing: original or unusual phrasing adds to meaning. Figurative language, if used, is effective. Vocabulary is striking but not overdone. Technical terms and notations are effective.	• Well-chosen words convey the intended message in an interesting, precise, and natural way. • Powerful verbs, specific nouns, and descriptive modifiers enhance meaning. • Expression attempts to be fresh and appealing. Original or unusual phrasing adds to the meaning. Figurative language, if used, is generally effective. Vocabulary is striking but, at times, overdone. Technical terms and notations are effective.	• Words are reasonable accurate and convey the intended message in a general manner. • Some verbs provide energy, and some simply link one point to another. • Some nouns are specific, which other nouns are fairly general. • Modifiers attempt to be descriptive. • Expression is limited. Figurative language, if used, may or may not be effective. Vocabulary is either common or slangy, or attempts to be uncommon and leads to confusion. Technical terms and notations are limited in their effectiveness.	• Word choice limits the clarity of the intended message. • Verbs, nouns, and/or modifiers lack the ability to convey an image. • Expression is lacking. Vocabulary is limited and restricting or too technical.
Sentence Fluency	• Strong and varied sentence structure clearly conveys meaning and invites expressive reading. • Sentences are appropriately concise. • The writing has a natural flow and rhythm when read aloud.	• Strong and varied sentence beginnings, length, and structure help to convey meaning and invite expressive reading. • Sentences are appropriately concise. • The writing sounds smooth and rhythmic when read aloud.	• Varied sentence beginnings, length, and structure help to convey meaning. • Sentences are sometimes concise and sometimes wordy. • The writing sounds businesslike or mechanical when read aloud.	• Sentence beginnings, length, and structure lack variation. • The writing lacks fluency when read aloud.

Voice	▪ The personality of the writer is evident in the writing. ▪ The writer's enthusiasm and/or interest brings the topic to life. ▪ The writing is natural and compelling. ▪ The tone is appropriate and consistently controlled. ▪ The overall effect is individualistic, expressive, and engaging.	▪ Personality, confidence and feeling are expressed throughout the writing. ▪ A commitment to the topic is obvious. ▪ The writer connects to the audience and clearly indicates a purpose for the writing. ▪ The tone is sincere, pleasant and generally appropriate. ▪ The writing evokes emotion in the reader.	▪ Personality, confidence and feeling weave in and out of the writing. ▪ Commitment to the topic is limited. ▪ Connection to the audience and purpose for the writing are unclear. ▪ The tone is generally appropriate. ▪ The writing evokes some emotion in the reader.	▪ The writing lacks commitment to the topic. ▪ Connection to the audience and purpose for the writing are unclear. ▪ The tone is flat or inappropriate. ▪ The writing evokes little emotion in the reader.
Conventions	▪ A strong grasp of standard writing conventions is apparent: capitalization is accurate; punctuation is smooth and enhances meaning; spelling is correct even on more difficult words; grammar is essentially correct; usage is correct; paragraphing (indenting) enhances the organization of the paper. ▪ Specialized conventions (title, subtitles, in-text notes, table of contents, works cited) are used accurately enhance the text.	▪ A good grasp of standard writing conventions is apparent: capitalization is correct; punctuation is smooth and enhances meaning; spelling of common words is accurate, and more difficult words are generally correct; grammar is essentially correct; usage is generally correct; paragraphing (indenting) works with the organization of the paper. ▪ Specialized conventions (title, subtitles, in-text notes, table of contents, works cited) generally enhance the text.	▪ A basic grasp of standard writing conventions is apparent. ▪ Errors in conventions may impair readability. ▪ Specialized conventions (title, subtitles, in-text notes, table of contents, works cited) are disruptive or confusing.	▪ A minimal grasp of standard writing conventions is apparent. ▪ Numerous errors in conventions distract and/or confuse the reader. ▪ Specialized conventions (title, subtitles, in-text notes, table of contents, works cited) are disruptive or confusing.
Presentation	Follows Falcon Skills & Style Handbook:	Deviates slightly from expectations.	Deviates significantly from expectations.	No attempt to follow style for presentation is apparent.
	▪ 12 pt. Type ▪ no script or bold fonts ▪ double-spaced ▪ standard margins ▪ choose indent or block style for paragraphs		▪ name, date, class in upper right corner or title page is correct if required ▪ title is descriptive and centered ▪ number multiple pages beginning with two ▪ staple multiple pages in upper left corner	
Insight	▪ Discussion acknowledges complexities, ambiguity and contradictions ▪ Essay reveals a sophisticated understanding of the passage/reading	▪ Has all of the above, but is less thorough, sophisticated or powerful.	▪ Discussion is simplistic, obvious, or dualistic.	▪ The passage was misread.
Support CSE: Claim/Support/ Explanation (Warrant)	▪ Support is detailed, specific, correct and embedded. Level of support is consistent throughout. ▪ CSE is clear.	▪ Support is less detailed, less specific, awkwardly embedded or less consistent.	▪ Support is mostly paraphrase rather than direct. Some quoted passages are too long and then not developed. (CSE weak).	▪ There is little or no support. The writer rambles and doesn't follow CSE.
Introduction & Conclusion	▪ Introduction is powerful and insightful and presents the thesis in a compelling way. ▪ Appropriately introduces author and work. ▪ The conclusion is graceful and leads to a powerful abstraction (insight).	▪ Introduction is interesting, meaningful and presents the thesis/main purpose clearly. ▪ Appropriately introduces author and work. ▪ The conclusion brings the essay to a close, but does so less powerfully or memorably.	▪ Introduction is adequate and presents thesis in a general way. ▪ Conclusion goes nowhere, simply repeats the introduction.	▪ Introduction is empty of meaning. ▪ Thesis may not be evident or clearly understood. ▪ The conclusion is empty of meaning.