	Exceeds Expectations	Meets Expectations	Approaching Expectations	Missing/Does not meet expectations	Comments
Introduction Conclusion	-Intro has an appropriate hook and background info -Thesis is located at the end of the intro and is arguable -Thesis is restated in the conclusion -Conclusion has a specific and thought provoking final thought/suggestion (20-18)	-Intro has either an appropriate hook or background info -Clear thesis - Thesis is restated in the conclusion -Conclusion has a final thought/suggestion (17-16)	-Intro has a weak hook and weak background info -Thesis is confusing,too general, or too narrow -Thesis is not restated in conclusion -Conclusion has a weak or repeating thought/suggestion (15-14)	-Background details may be random or unclear -Thesis is vague or unclear -Conclusion does not restate thesis -Conclusion does not offer closing thought or suggestion (13 or lower)	
Evidence and Elaboration	-Clear and connected topic sentences, examples, details, and concluding/transition sentences -Logical information is presented -Use appropriate, related evidence from an acknowledged source -Source effectively integrated -Effective use of a variety of elaborative techniques (25-23)	-Relevant topic sentences, examples, details, and concluding/transition sentences -Most of the information is logical -Most paragraphs address the prompt/topic with sufficient explanation -Source integration is repetitive -Uses a variety of elaborative techniques (22-20)	-Relevant topic sentences,examples, details, and concluding/transition sentences -Some information is illogical -Paragraphs address the prompt/topic with minimal detail/explanation -Source integration is weak -Uses minimal elaborative techniques (19-18)	-Off topic/missing topic sentences,examples, details, and/or concluding/transition sentences -Information is illogical -Paragraphs have minimal explanation -Source integration is missing -Absent elaboration (17 or lower)	

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Missing/Does not meet expectations	Comments
Organization and Focus	-All paragraphs specifically and fully address the prompt/topic -Paragraphs do not repeat ideas/topics -Single/distinct focus -Examples share a clear relationship with the topic -Transitions used effectively throughout (25-23)	-Most paragraphs specifically and fully address the prompt/topic -Paragraphs minimally repeat ideas/topics -Single/distinct focus with minimal distraction -Examples share a relationship with the topic -Transitions are mostly effective (22-20)	-Some paragraphs specifically and fully address the prompt/topic -Paragraphs occasionally repeat topics/ideas -Focus shifts -Examples share a little relationship with the topic -Transitions present with little or no variety (19-18)	-Paragraphs do not address the prompt/topics -Paragraphs do not clearly or fully explain the topic -Missing organizational elements which causes a lack of focus - Ideas are repeated -Transitions between ideas are unclear or absent (17 or lower)	
Grammar and Mechanics	-Free of distracting spelling, punctuation, and grammatical errors -Absence of fragments, comma splices, and run-ons (15-14)	-Most spelling, punctuation, and grammar is correct -Minimal fragments, comma splices, and run-ons remain (13-12)	-Considerable number of spelling, punctuation, and grammatical errors -Some fragments or run-ons present (11)	-Distracting errors in spelling, punctuation, and grammar -Distracting fragments and run-ons (10 or lower)	
Sentence Variety, Language, Vocabulary	-Vocabulary is appropriate and relevant to the audience -Correct word forms and word choice -Free of slang,cliches, and absolutes (15-14)	-Vocabulary is mostly appropriate and relevant to the audience -Mostly correct word forms and word choice -Minimal use of slang, cliches, and absolutes (13-12)	-Some inappropriate vocabulary relevant to the audience -Some inappropriate word forms and word choice -Uses slang, cliches, and absolutes (11)	-Consistent inappropriate vocabulary relevant to the audience -Consistent inappropriate word forms and word choice -Constant use of slang, cliches, and absolutes (10 or lower)	