

|   | Focus and Purpose   | Content Development/Elaboration   | Organisation   | Language Use, Voice, and Style  | Mechanics and Conventions  |
|---|---|---|--|---|--|
|   | How well the response establishes and maintains an opinion/position/claim, demonstrates a clear understanding of purpose and audience, and completes all parts of the task.   | How well the response provides credible support for claims and arguments using valid reasoning and relevant details (e.g., facts, details, examples, rhetorical questioning, and anecdotes).  | How well the response demonstrates a cohesive and unified structure, paragraphing, and transitional strategies to support the logical progression of ideas presented in the argument.  | How well the response establishes and consistently maintains a style and tone appropriate to the audience, demonstrates effective control of language, and uses appropriate word choice and varied sentence structure.  | How well the response demonstrates control of mechanics and conventions, including grammar, punctuation, and spelling.   |
| 6 | <b>Demonstrates a thorough and insightful understanding of the task, purpose, and audience.</b> Establishes and maintains a precise claim which powerfully addresses the issue presented in the task. Completes all parts of the task and may go beyond the limits of the task. | <b>Very effectively develops arguments with logical reasoning and adeptly integrates relevant details to support claims being made.</b> Uses a variety of elaborative techniques in a very effective way. Convincingly addresses opposing claims. | <b>Demonstrates the use of a cohesive and unified structure that supports the logical progression of ideas.</b> Contains an engaging introduction and an insightful conclusion. Uses very effective and skillful paragraphing and transitional strategies throughout.                                | <b>Demonstrates highly effective style and tone, precise control of language, highly appropriate word choice, and an exceptional awareness of audience.</b> Consistently uses well-structured and varied sentences.   | <b>Highly effective level of accuracy:</b> contains few or no errors in grammar, mechanics, punctuation, and spelling.   |
| 5 | <b>Demonstrates a clear understanding of the task, purpose, and audience.</b> Establishes and maintains a well-defined claim which directly addresses the issue presented in the task. Completes all parts of the task.   | <b>Effectively develops arguments with logical reasoning and successfully integrates relevant details to support claims being made.</b> Consistently and effectively uses details to elaborate. Clearly addresses opposing claims                 | <b>Demonstrates the use of a mostly unified structure that supports the logical progression of ideas.</b> Contains a strong introduction and conclusion. Uses effective paragraphing and transitional strategies.  | <b>Demonstrates effective style and tone, consistent control of language, appropriate word choice, and a clear awareness of audience.</b> Mostly uses well-structured and varied sentences.   | <b>Effective level of accuracy:</b> contains a few minor errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.  |
| 4 | <b>Demonstrates a competent understanding of the task, purpose, and audience.</b> Adequately maintains a claim and attempts to address the issue presented in the task. Completes most parts of the task.   | <b>Competently develops arguments with logical reasoning and integrates some relevant details to support claims being made.</b> Uses some elaborative techniques in a competent way. Sufficiently addresses opposing claims.                      | <b>Demonstrates the use of a generally unified structure that supports the logical progression of ideas.</b> Contains a suitable introduction and conclusion. Uses suitable paragraphing and transitional strategies.  | <b>Demonstrates appropriate style and tone, suitable control of language, appropriate word choice, and a general awareness of audience.</b> Mostly uses correct sentence structure with some sentence variety.  | <b>Competent level of accuracy:</b> contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message. Attempts to spell more difficult words. |
| 3 | <b>Demonstrates a developing understanding of the task, purpose, and audience.</b> Establishes a basic claim and attempts to address the issue presented in the task, though the claim may not fully align with the task. Completes some parts of the task.                     | <b>Develops arguments with reasoning and sometimes includes relevant details to support claims being made.</b> Demonstrates developing understanding of elaborative techniques. Begins to address opposing claims.                                | <b>Demonstrates developing use of an organisational structure that supports the progression of ideas.</b> Contains an introduction and conclusion, though these may require further clarity. Paragraphing is used, though it may be inconsistent. A small range of transitional strategies are used. | <b>Demonstrates developing awareness of appropriate style and tone, some control of language and word choice. Some awareness of audience.</b> May use simple or repetitive sentence structures with room to improve sentence variety. May have a few errors.                                  | <b>Developing level of accuracy:</b> contains several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message.   |
| 2 | <b>Demonstrates an emerging understanding of the task, purpose, and audience.</b> Establishes a claim, though it may be vaguely defined or otherwise not particularly well-suited to the task. Completes a few parts of the task.   | <b>Partially develops arguments with reasoning and includes a few details to support claims being made.</b> Demonstrates emerging understanding of elaborative techniques. May begin to address opposing claims.                                  | <b>Demonstrates emerging understanding of how to use an organisational structure.</b> Contains an introduction and/or conclusion, though these may be brief/lacking clarity. Some transitional strategies may be used. Attempts to use paragraphing.   | <b>Demonstrates emerging understanding of style, tone, or control of language.</b> Attempts appropriate word choice, and some limited understanding of audience shown. May have some errors in sentence structure and rely on simple sentence structures with occasional attempts at variety. | <b>Emerging level of accuracy:</b> contains a number of frequent errors in grammar, mechanics, punctuation, and spelling that interfere with the clear communication of the message.   |
| 1 | <b>May demonstrate the beginning stages of understanding of the task, purpose, and audience.</b> May not establish a claim, and the issue presented in the task is either partially addressed or not addressed. Completes few or no parts of the task.                          | <b>Begins to develop arguments, though reasoning may require further clarity, and few to no details are provided to support claims being made.</b> Elaborative techniques may not be used. Opposing claims may not be addressed.                  | <b>May begin to show understanding of organisational structure.</b> Introduction and/or conclusion may not be present. Limited or no use of transitional strategies or paragraphing.   | <b>Beginning to develop style, tone, or control of language.</b> Often contains confusing or unclear word choice and demonstrates limited awareness of audience. Considerable errors in sentence structure.   | <b>Beginning level of accuracy:</b> contains substantial errors in grammar, mechanics, punctuation, and spelling that significantly interfere with communication of the message.   |