

Scores	STATEMENT OF PURPOSE / FOCUS: Thesis and Topic Sentences	EVIDENCE AND CITATIONS	ORGANIZATION	CONVENTIONS
<p>A (4) EXCEEDS THE STANDARD <i>(Advanced application of skill)</i></p> <p>10 S E O C</p> <p>9.5 S E O C</p> <p>9 S E O C</p>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> thesis (main claim) is clearly stated, focused and strongly maintained through the use of claim (or counterclaim) topic sentences (reasons) and quality concluding sentences alternate claims or counterclaims are clearly and adequately addressed thesis is introduced and communicated clearly within the context 	<p>The response provides thorough and convincing support/evidence for the writer’s thesis (main claim). It includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> evidence selected from sources is smoothly integrated, relevant, and concrete (specific) plenty of MLA parenthetical citations are used to cite evidence (and most are formatted properly) 	<p>The response has a clear and effective organizational structure, creating unity and completeness:</p> <ul style="list-style-type: none"> effective introduction and conclusion for audience and purpose effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end strong connections among ideas, with some syntactic variety 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage (grammar) and sentence formation effective and consistent use of punctuation, capitalization, and spelling. <p>Effective sentence fluency</p>
<p>B (3) MEETS THE STANDARD <i>(Solid application of skill)</i></p> <p>8.5 S E O C</p> <p>8 S E O C</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> thesis (main claim) is clear and for the most part maintained, though some loosely related material may be present most (not necessarily all) topic sentences are claims (or alternate claims or counterclaims) that sustain the thesis context provided for the thesis is adequate there is a clear, but incomplete, attempt to address alternate claims or counterclaims 	<p>The response provides adequate support/evidence for the writer’s thesis (main claim). It includes sufficient use of sources, facts, and details. The response achieves some depth and specificity but is often general in nature:</p> <ul style="list-style-type: none"> evidence selected from sources is adequately integrated, and often relevant and concrete (with some exceptions) a sufficient number of MLA parenthetical citations are used to cite evidence, although some may be inconsistent or imprecise 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate introduction and conclusion adequate use of transitional strategies, with some variety adequate progression of ideas from beginning to end adequate, if slightly inconsistent, connection among ideas 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage (grammar) and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling <p>Adequate but not consistent sentence fluency</p>
<p>C (2) NEARLY MEETS THE STANDARD <i>(Partial application of skill)</i></p> <p>7.5 S E O C</p> <p>7 S E O C</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the thesis (main claim) but is insufficiently sustained (multiple topic sentences are not clearly stated claim topic sentences) conversely, thesis (main claim on the issue) may be somewhat unclear and unfocused counterclaims are not adequately addressed, or the attempt is too minimal to be successful 	<p>The response provides uneven, cursory support/evidence for the writer’s thesis (main claim). It includes partial or uneven use of sources, facts, and details. The response achieves little depth:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated and inconsistently relevant or concrete (specific) too few MLA parenthetical citations are used to cite evidence conversely, if sufficient citations are present, they are usually incomplete or incorrectly done) 	<p>The response has an inconsistent organizational structure and flaws are evident:</p> <ul style="list-style-type: none"> introduction and / or conclusion, if present, are weak and should be revised inconsistent use of basic transitional strategies, with little variety uneven progression of ideas from beginning to end weak connection among ideas 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage (grammar) may obscure meaning noticeably inconsistent use of punctuation, capitalization, and spelling <p>Limited to no sentence fluency</p>

<p>D (1) BEGINNING TO ADDRESS THE STANDARD <i>(Minimal application of skill)</i></p> <p>6.5 S E O C</p> <p>6 S E O C</p>	<p>The response may be related to the purpose but may offer little or no focus (or little relevant detail)</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • thesis (main claim) may be confusing or ambiguous • most topic sentences are not claim topic sentences (reasons) that explain or advance the argument • no counterclaims are presented 	<p>The response provides minimal support/evidence for the writer's thesis (main claim). It includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant • there may be no MLA parenthetical citations in the paper 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • lacks a traditional introduction and / or conclusion • few or no basic transitional strategies are evident • frequent extraneous ideas may intrude, making the paper difficult to follow 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors in usage, sentence formation, punctuation, capitalization and spelling are frequent and obscure meaning on multiple occasions <p>lacking all sentence fluency</p>
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<p>F (1) Incomplete</p> <p>5 S E O C</p> <p>4 S E O C</p> <p>3 S E O C</p> <p>2 S E O C</p> <p>1 S E O C</p>	<p>Response is not related to the purpose and has no focus (no relevant detail)</p> <p>Thesis and topic ideas are confusing or missing</p>	<p>Little understanding of the topic, many aspects remain unaddressed. The content is too vague or contains mostly irrelevant details or many inaccuracies</p>	<p>The paper is unorganized, like a random collection of ideas and details, lacking a focus</p>	<p>A large number of errors in conventions distracts the reader and makes the writing difficult to read</p>
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