|  |  | 10 Nationals | 8.5 States | 7 Competent | 6-1 Needs Improvement | 0 Not Evident | Points |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Summary | Focus and Purpose | \*In the first paragraph the main idea is clearly stated, insightful, and complete.  \*Message and purpose for writing are clear and compelling, and key terms are effectively repeated throughout. | \* In the first paragraph the main idea is clearly stated and complete.  \*Message and purpose are clear throughout. | \*The main idea is stated and needs small adjustments.  \*Message and purpose are easily inferred even with some digression throughout. | \*Main idea is stated but confusing, vague, or off-topic.  \*Message and purpose are still being defined and shaped throughout. | \*Main idea is unstated.  \*Message and purpose are not yet clear throughout. |  |
| Org | \*Order of sentences, paragraphs, or sections logically builds ideas in a useful sequence. | \*Order of sentences is logical most of the time and assists in building ideas. | \*Order of sentences contributes to the main topic most of the time. | \*Order of sentences partially detracts from the main topic. | \*Sentences order is confusing. |  |
| Info | \*Information is accurate, comprehensive, and significant.  \*At least five key points and concepts are discussed with depth. | \*Information is accurate and significant.  \*At least 4 key points and concepts are discussed. | \*Information is accurate.  \*At least 3 key points and concepts are discussed. | \*Information has minor errors in accuracy.  \*Key points are mentioned. | \*Information has major errors in accuracy.  \*Key points and concepts are missing. |  |
| Conclusion | Significance | \*Student answers all questions for the conclusion paragraph in the assignment.  \*Connections to the theme are thoroughly and thoughtfully addressed. | \*Student answers most questions for the conclusion paragraph in the assignment.  \*Connections to the theme are thoroughly addressed. | \*Student answers most questions for the conclusion paragraph in the assignment.  \*Connections to the theme are addressed. | \*Questions are not well answered connections are vague. | \*Conclusion vague or unclear. |  |
| Language |  | \*Outstanding control of spelling, punctuation, syntax, capitalization [do not use contractions].  \*Grade-level language skills demonstrate mastery of sentence types and vocabulary.  \* Fresh or innovative uses of language (writing style) support purpose. | \*A few small errors on each page in language or one specific recurring error, but errors in language do not impede sense [do not use contractions].  \*Grade-level language skills of vocabulary and sentence types demonstrated regularly.  \*Style contributes to the effectiveness of the writing. | \*Regular errors or patterns of error are noticed, but ideas still come through with only occasional difficulty [do not use contractions].  \*Some grade-level language skills are demonstrated; prior skills regularly correct.  \*Style is appropriate. | \*Regular errors or patterns of error interfere with reader understanding.  \*Grade-level language skills not yet demonstrated; prior skills sometimes demonstrated.  \* Style is inconsistent or inappropriate at times. | \*There are many errors (in every sentence) that inhibit or prevent communication with a reader.  \*Language skills significantly below grade level.  \*Style is inappropriate throughout. |  |
| Audience | Own Words | \*Information is effectively summarized, clearly reworded to simplify, and in the student’s own language. | \*Information is summarized, clearly reworded to simplify, and in the student’s own language. | \*Vocabulary of the topic is used mostly correctly.  \*Audience is inconsistent [occasional misuse of tense, but proper use of personal pronoun]. | \*Vocabulary of the topic needs to be used more or more correctly.  \*Audience is or purpose needs greater definition [occasional misuse of tense or personal pronoun]. | \*Vocabulary of the topic is not yet used or not used correctly.  \*Audience is not clear. |  |
| Formatting | One-Page | \*Summary fills two-pages double-spaced and size 12 font.  \*Summary has a title according to the suggested format. | \*Summary is restricted to o two-pages double-spaced and size 12 font.  \*Summary has a title according to the suggested format. | \*Summary is restricted to two-pages double-spaced  \*Summary has a title according to the suggested format. | \*Summary is longer or shorter than one-page single-spaced and size 12 font.  \*Summary has a title. | \*Summary is insufficient.  \*Title does not meet expectations. |  |
| Use of Text | Annotated | \*An annotated bibliography is included on a separate page and is properly formatted.  \*Annotation is a minimum of three sentences and thoroughly explains the importance of this source in beginning the student’s research. | \*An annotated bibliography is included and is properly formatted.  \*Annotation is a minimum of three sentences and thoroughly explains the importance of this source. | \*An annotated bibliography is included.  \*Annotation is a minimum of three sentences. | \*Citation is attempted and partially correct. | \*Citation is insufficient or missing. See student handbook for plagiarism penalties. |  |
| Total out of | | | | | | |  |