**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Genre of Piece: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Performance Indicators** | **Outstanding (4)**  | **Good (3)**  | **Competent (2)**  | **Needs Revision (1)**  |
| **Ideas**  | Student demonstrates thoughtfulness and clarity in choice of topic or thesis.Writing is focused and includes some of the big ideas associated with the topic/thesis.Demonstrates innovation in approach to topic/thesis. | Student has selected an appropriate topic or thesis.Writing is mostly focused and includes some of the big ideas associated with the topic/thesis. | Student has chosen from a list of suggested topics.Writing may wander from the topic, but has some clarity about the overall purpose. | Student makes random selection of a topic. Writing has no focus. |
| **Elaboration** | Includes variety of evidence and details.Evidence and details are well integrated into the writing. | Includes evidence and details.Evidence and details are used to support the main purpose of the writing. | Includes enough evidence and details to illustrate the topic. | Very little or no use of evidence and details. |
| **Organization** | Organization supports the main purpose of the writing.There’s a clear and logical structure to the writing. | Organization supports the main purpose of the writing.There’s a clear structure to the writing. | The main purpose of the writing is clear, though the organization may not always be focused. | Paper lacks any sense of organization or structure. |
| **Voice, Tone & Fluency** | Strong sense of individual’s voice in the writing.Tone shows awareness of purpose and audience.Style includes some sentences that are complex and compelling.Sophisticated and varied word choice.Writing has cadence & flow. | Some sense of individual voice in the writing.Tone shows awareness of audience.Style includes variety of sentence structures.Varied word choice. | Tone shows awareness of audience.Writing has consistency and coherence. Sentence structure is coherent and does not detract from the main purpose of the writing. | No awareness of audience.Inappropriate or incorrect use of language.Errors in sentence structure detract from the meaning and purpose of the writing. |
| **Conventions** | Excellent use of conventions such as punctuation, capitalization, grammar, spelling.Uses variety of approaches to paragraphing.Uses transitions well to indicate shifts in ideas or background. | Correct use of conventions such as punctuation, capitalization, grammar, and spelling.Uses paragraphs correctly.Occasionally uses transitions indicate shifts in ideas or background. | Enough correctness of conventions so that meaning and purpose of writing are clear.Some use of paragraphs. | Little evidence of conventions or paragraphs. |
| **Process** | Student successfully gathers and organizes information for writing.Student develops and expands topic/thesis with supporting details.Strong evidence of growth through the drafting process to revise.Evidence of editing process. | Student gathers sufficient amount of information for writing.Sufficient use of supporting details to expand writing.Evidence of using the drafting process.Sufficient evidence of editing process. | Student gathers some information for writing.Some use of supporting details to expand writing.Evidence of beginning to use the drafting process.Some evidence of editing process. | Student begins writing without having gathered the necessary information.No expansion of ideas through supporting details.No evidence of a drafting process.Paper lacks any attempt at editing. |
| **For Oral Component Only** | Communicates ideas clearly and in appropriate, sophisticated, and original way to audience.Able to strongly expand on ideas.Presents complex, accurate, and substantive thinking in an organized way. | Communicates clearly and in appropriate and original way to audience.Able to expand on ideas.Presents accurate and substantive thinking in an organized way. | Communicates clearly in appropriate way to audience.Able to expand somewhat on ideas.Presents some substantive thinking in an organized way. | Neither clear nor appropriate for audience.Does not expand on ideas.Does not present accurate or substantive information.Ideas not organized. |