

	6: Masterful	5: Effective	4: Competent	3: Developing	2: Novice	1: Beginning
Content (Reading)	<ul style="list-style-type: none"> · Demonstrates a superior use of readings and/or sources to support a well-developed thesis; · Demonstrates a superior use of evidence of reflection or analysis; · Demonstrates a superior use of summary; · Demonstrates a superior use of synthesis across texts; · Demonstrates a superior ability to recognize and respond to textual assumptions, arguments, and bias; · Demonstrates a superior ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; · Demonstrates a superior awareness 	<ul style="list-style-type: none"> · Demonstrates a strong use of readings and/or sources to support a well-developed thesis; · Demonstrates a strong use of evidence of reflection or analysis; · Demonstrates a strong use of summary; · Demonstrates a strong use of synthesis across texts; · Demonstrates a strong ability to recognize and respond to textual assumptions, arguments, and bias; · Demonstrates a strong ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; · Demonstrates a strong awareness of 	<ul style="list-style-type: none"> · Demonstrates a competent use of readings and/or sources to support a developed thesis; · Demonstrates a competent use of evidence of reflection or analysis; · Demonstrates a competent use of summary; · Demonstrates a competent use of synthesis across texts; · Demonstrates a competent ability to recognize and respond to textual assumptions, arguments, and bias; · Demonstrates a competent ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; · Demonstrates a competent awareness of the 	<ul style="list-style-type: none"> · Demonstrates a developing use of readings and/or sources to support a weak thesis; · Demonstrates a developing use of evidence of reflection or analysis; · Demonstrates a developing use of summary; · Demonstrates a developing use of synthesis across texts; · Demonstrates a developing ability to recognize and respond to textual assumptions, arguments, and bias; · Demonstrates a developing ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; · Demonstrates a developing awareness of the 	<ul style="list-style-type: none"> Demonstrates a novice use of readings and/or sources to support an inadequate thesis; · Demonstrates a novice use of evidence of reflection or analysis; · Demonstrates a novice use of summary; · Demonstrates a novice use of synthesis across texts; · Demonstrates a novice ability to recognize and respond to textual assumptions, arguments, and bias; · Demonstrates a novice ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; · Demonstrates a novice awareness of 	<ul style="list-style-type: none"> · Demonstrates a beginning use of readings and/or sources to support an inadequate thesis; · Demonstrates a beginning use of evidence of reflection or analysis; · Demonstrates a beginning use of summary; · Demonstrates a beginning use of synthesis across texts; · Demonstrates a beginning ability to recognize and respond to textual assumptions, arguments, and bias; · Demonstrates a beginning ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; · Demonstrates a beginning

	of the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.	the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.	author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.	author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.	the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.	awareness of the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.
Content (Thinking)	<ul style="list-style-type: none"> · Demonstrates a superior ability to evaluate logic, relevance, and validity of information and argument; · Demonstrates a superior ability to recognize and respond to assumptions, arguments, and bias; · Demonstrates a superior ability to draw sound and informed inferences; · Demonstrates a superior ability to analyze complex issues and arrive at and explain reasoned conclusions; · Demonstrates a superior presentation of multiple points of view. 	<ul style="list-style-type: none"> · Demonstrates a strong ability to evaluate logic, relevance, and validity of information and argument; · Demonstrates a strong ability to recognize and respond to assumptions, arguments, and bias; · Demonstrates a strong ability to draw sound and informed inferences; · Demonstrates a strong ability to analyze complex issues and arrive at and explain reasoned conclusions; · Demonstrates a strong presentation of multiple points of view. 	<ul style="list-style-type: none"> · Demonstrates a competent ability to evaluate logic, relevance, and validity of information and argument; · Demonstrates a competent ability to recognize and respond to assumptions, arguments, and bias; · Demonstrates a competent ability to draw sound and informed inferences; · Demonstrates a competent ability to analyze complex issues and arrive at and explain reasoned conclusions; · Demonstrates a competent presentation of multiple points of view. 	<ul style="list-style-type: none"> · Demonstrates a developing ability to evaluate logic, relevance, and validity of information and argument; · Demonstrates a developing ability to recognize and respond to assumptions, arguments, and bias; · Demonstrates a developing ability to draw sound and informed inferences; · Demonstrates a developing ability to analyze complex issues and arrive at and explain reasoned conclusions; · Demonstrates a developing presentation of multiple points of view. 	<ul style="list-style-type: none"> · Demonstrates a novice ability to evaluate logic, relevance, and validity of information and argument; · Demonstrates a novice ability to recognize and respond to assumptions, arguments, and bias; · Demonstrates a novice ability to draw sound and informed inferences; · Demonstrates a novice ability to analyze complex issues and arrive at and explain reasoned conclusions; · Demonstrates a novice presentation of multiple points of view. 	<ul style="list-style-type: none"> · Demonstrates a beginning ability to evaluate logic, relevance, and validity of information and argument; · Demonstrates a beginning ability to recognize and respond to assumptions, arguments, and bias; · Demonstrates a beginning ability to draw sound and informed inferences; · Demonstrates a beginning ability to analyze complex issues and arrive at and explain reasoned conclusions; · Demonstrates a beginning presentation of multiple points of view.

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Structure	<ul style="list-style-type: none"> · Employs a superior, logical development of the main idea or thesis; · Has a superior beginning, middle, and end; · Implements consistently superior support from strong sources for the main idea in each paragraph; · Demonstrates superior evidence of skill in using devices such as transitions/coherence markers to achieve fluency; · Employs superior, cogent, consistent and self-aware expression of the writer's voice in the context of the perspective of others. 	<ul style="list-style-type: none"> · Employs a strong, logical development of the main idea or thesis; · Has a strong beginning, middle, and end; · Implements consistently strong support from appropriate sources for the main idea in each paragraph; · Demonstrates strong evidence of skill in using devices such as transitions/coherence markers to achieve fluency; · Employs strong, cogent, consistent and self-aware expression of the writer's voice in the context of the perspective of others. 	<ul style="list-style-type: none"> · Employs a clear, logical development of the main idea or thesis; · Has an identifiable beginning, middle, and end; · Implements consistently adequate support from appropriate sources for the main idea in each paragraph; · Demonstrates competent evidence of skill in using devices such as transitions/coherence markers to achieve fluency; · Employs cogent, consistent and self-aware expression of the writer's voice in the context of the perspective of others. 	<ul style="list-style-type: none"> · Employs a developing main idea or thesis; · Has a developing beginning, middle, and end; · Implements developing support from sources for the main idea in each paragraph; · Demonstrates evidence of skill in using devices such as transitions/coherence markers to achieve fluency; · Employs developing expression of the writer's voice in the context of the perspective of others. 	<ul style="list-style-type: none"> · Employs a novice main idea or thesis; · Has a novice beginning, middle, and end; · Implements novice support from sources for the main idea in each paragraph; · Demonstrates novice evidence of skill in using devices such as transitions/coherence markers to achieve fluency; · Employs novice expression of the writer's voice in the context of the perspective of others. 	<ul style="list-style-type: none"> · Does not employ a clear, logical development of the main idea or thesis; · Does not have an identifiable beginning, middle, and end; · Does not implement support from appropriate sources for the main idea in each paragraph; · Demonstrates beginning evidence of skill in using devices such as transitions/coherence markers to achieve fluency; · Employs inconsistent expression of the writer's voice in the context of the perspective of others.
Language and Style	<ul style="list-style-type: none"> · Implements a superior application of basic conventions of grammar, usage, 	<ul style="list-style-type: none"> · Implements a strong application of basic conventions of grammar, usage, 	<ul style="list-style-type: none"> · Implements a competent application of basic conventions of 	<ul style="list-style-type: none"> Implements a developing application of basic conventions of 	<ul style="list-style-type: none"> Implements a novice application of basic conventions of grammar, usage, 	<ul style="list-style-type: none"> · Implements a beginning application of basic conventions of

	<p>mechanics and spelling;</p> <ul style="list-style-type: none"> · Demonstrates a superior use of vocabulary appropriate to the task; · Employs superior sentence variety; · Demonstrates a superior use of phrasing and syntax; · Demonstrates superior evidence of idiomatic fluency. 	<p>mechanics and spelling;</p> <ul style="list-style-type: none"> · Demonstrates a strong use of vocabulary appropriate to the task; · Employs strong sentence variety; · Demonstrates a strong use of phrasing and syntax; · Demonstrates strong evidence of idiomatic fluency. 	<p>grammar, usage, mechanics and spelling;</p> <ul style="list-style-type: none"> · Demonstrates a competent use of vocabulary appropriate to the task; · Employs competent sentence variety; · Demonstrates a competent use of phrasing and syntax; · Demonstrates competent evidence of idiomatic fluency. 	<p>grammar, usage, mechanics and spelling;</p> <ul style="list-style-type: none"> · Demonstrates a developing use of vocabulary appropriate to the task; · Employs developing sentence variety; · Demonstrates a developing use of phrasing and syntax; · Demonstrates developing evidence of idiomatic fluency. 	<p>mechanics and spelling;</p> <ul style="list-style-type: none"> · Demonstrates a novice use of vocabulary appropriate to the task; · Employs novice sentence variety; · Demonstrates a novice use of phrasing and syntax; · Demonstrates novice evidence of idiomatic fluency. 	<p>grammar, usage, mechanics and spelling;</p> <ul style="list-style-type: none"> · Demonstrates a beginning use of vocabulary appropriate to the task; · Employs a beginning sentence variety; · Demonstrates a beginning use of phrasing and syntax; · Demonstrates beginning evidence of idiomatic fluency.
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