	Exceptional 40-36	Skilled 35-32	Proficient 31-28	Developing 27-24	Inadequate 23-0
Claim:	The text introduces a	The text introduces a	The text introduces	The text contains an	The text contains
The text	compelling claim	precise claim that is	a claim that is	unclear or emerging	an unidentifiable
introduces a	that is clearly arguable and	clearly arguable and	arguable and takes a	claim that suggests a	claim or vague
clear, arguable	takes a purposeful position	takes an identifiable	position. The text	vague position. The	position. The text
claim that can be	on an issue. The text has a	position on an issue. The	has a structure and	text attempts a	has limited
supported by	structure and organization	text has an effective	organization that is	structure and	structure and
reasons and	that is carefully crafted to	structure and	aligned with the	organization to	organization.
evidence.	support the claim.	organization that is	claim.	support the position.	or gariizarion.
evidence.	Support the claim.	aligned with the claim.	Cium.	Support the position.	
Development:	The text provides	The text provides	The text provides	The text provides	The text contains
The text provides	convincing and	sufficient and	sufficient data	data and evidence	limited data and
sufficient data	relevant data and evidence	relevant data and	and evidence to back	that attempts to	evidence related
and evidence to	to back up the claim and	evidence to back up the	up the claim and	back up the claim	to the claim and
back up the claim	effectively addresses	claim and addresses	addresses	and unclearly	counterclaims or
as well as a	counterclaims. The	counterclaims fairly.	counterclaims. The	addresses	lacks
conclusion that	conclusion strengthens the	The conclusion	conclusion ties to	counterclaims or	counterclaims.
supports the	claim and evidence.	effectively reinforces	the claim and	lacks counterclaims.	The text may fail
argument.		the claim and evidence.	evidence.	The conclusion	to conclude the
				merely restates the	argument or
				position.	position.
Audience:	The text consistently	The text anticipates the	The text considers	The text illustrates	The text lacks an
The text	addresses the	audience's	the audience's	an inconsistent	awareness of the
anticipates the	audience's knowledge level	knowledge level and	knowledge level and	awareness of the	audience's
audience's	and concerns about the	concerns about the	concerns about the	audience's	knowledge level
knowledge level	claim. The text	claim. The text	claim. The text	knowledge level and	and needs.
and concerns	addresses the specific	addresses the specific	addresses the needs	needs.	
about the claim.	needs of the audience.	needs of the audience.	of the audience.		
Cohesion:	The text strategically uses	The text skillfully uses	The text uses words,	The text contains	The text contains
The text uses	words, phrases, and clauses	words, phrases, and	phrases, and	limited words,	few, if any, words,
words, phrases,	to link the major sections	clauses to link the major	clauses to link the	phrases, and clauses	phrases and
and clauses to link	of the text. The text	sections of the text.	major sections of	to link the major	clauses to link the
the major	explains the relationships	The text identifies the	the text. The text	sections of the text.	major sections of
sections	between the claim and	relationship between	connects the claim	The text attempts	the text. The
of the text,	reasons as well as the	the claim and reasons as	and reasons. The	to connect the claim	text does not
creates cohesion,	evidence. The text	well as the evidence.	text links the	and reasons.	connect the
and clarifies the	strategically links the	The text effectively	counterclaims to the		claims and
relationships	counterclaims to the claim.	links the counterclaims	claim.		reasons.
between the		to the claim.			
claim and reasons,					
between reasons					
and evidence, and					
between claims and counterclaims.					
	The taut progents on	The tout presents on	The tout presents o	The text illustrates	The text
Style and Conventions:	The text presents an engaging, formal and	The text presents an appropriate and formal,	The text presents a formal, objective	a limited awareness	illustrates a
The text presents	objective tone. The text	objective tone. The text	tone. The text	of formal tone. The	limited awareness
a formal,	intentionally uses standard	demonstrates standard	demonstrates	text demonstrates	or inconsistent
objective tone	English conventions	English conventions of	standard English	some accuracy in	tone. The text
that	of usage and mechanics	usage and mechanics	conventions of usage	standard English	illustrates
demonstrates	along with discipline-	along with discipline	and mechanics along	conventions of usage	inaccuracy in
standard English	specific requirements (i.e.	specific requirements	with discipline	and mechanics.	standard English
conventions of	MLA, APA, etc.).	(i.e. MLA, APA, etc.).	specific		conventions of
usage and			requirements		usage and
mechanics along			(i.e. MLA, APA, etc.).		mechanics.
with discipline					
specific					
requirements (i.e.					
MLA, APA,					
etc.).	/E Wante Cit				

Edited rough draft:	/5	Works Cited page/MLA Format:	/5		
Student Name:		Total:	/50	Grade:	