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| **Criteria** | **4** | **3** | **2** | **1** |
| Organizational & Progression (On Topic, Flows Smoothly) | The introduction and conclusion establish the controlling idea, and every part of the paper supports that controlling idea. Ideas in the paper are logically organized and presented in a way that clearly supports the controlling idea. | The controlling idea of the paper is fairly clear, but is present in a predictable manner. Ideas in the paper are mostly logical, although at times the organizational structure of the paper is weak. | The paper contains a controlling idea, but it is not clear or focused, The ideas are not presented in a logical manner, and the organizational structure of the paper is often confusing. | The controlling idea of the paper is not clear at all, and the paper is often off topic. There is no organizational structure in the way the ideas are presented in the paper. |
| These | Thesis is clearly stated and supported with clear and relevant information. Thesis is restated at the end. | Thesis is adequately stated, information is explained and events are somewhat relevant but not clear | Thesis is insufficient, unclear and or irrelevant. | Little or no supporting information to support thesis. |
| Elaboration | Clearly presents detailed information with clear conclusions throughout the paper | Adequately explains and interprets information. Draws conclusions | Some explanation and interpretation | Little or no interpretation |
| Development of ideas (Details & Elaboration) | Very clear and well-presented facts and details clearly and consistently support the controlling ideas of the paper. | Facts and details are provided to support the controlling idea, but important information is either unclear or left out. | Facts and details are present, but they don’t really support the controlling idea. | Very few facts or details present in the paper. No evidence to support the controlling idea. |
| Use of Language/ Conventions & Grammar | Word choice and language is clear, concise, and appropriate to the expository writing task. Consistent Command of grammar with only minor punctuation mistakes or spelling mistakes is shown. | Word choice and language is mostly clear and unambiguous, and the tone of the paper is appropriate. Moderate command of grammar with occasional spelling and grammar mistakes is sown. | Writing is predictable and simple, and the tome is not appropriate to their expository writing task. Many mistakes are made that 7th grade students should not be making. | Writing is vague and confusing. Sentences are simple and awkward. Many grammar and spelling mistakes are made. |