<table>
<thead>
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<th>Points</th>
<th>Description</th>
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| 4      | • Maintains consistent focus on topic and has selected relevant details  
        • Has a logical organizational pattern and conveys a sense of wholeness and completeness  
        • Provides transitions which clearly serve to connect ideas  
        • Uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose  
        • Includes sentences, or phrases where appropriate, of varied length and structure  
        • Blends textual evidence fluidly  
        • Follows rules of standard written English; may attempt complex sentences |
| 3      | • Maintains adequate focus on the topic and has adequate supporting details  
        • Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur  
        • Provides adequate transitions in an attempt to connect ideas  
        • Uses adequate language and appropriate word choices for intended audience and purpose  
        • Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure  
        • Textual evidence is present but not fluidly blended  
        • Follows rules of standard written English though some errors may occur |
| 2      | • Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material  
        • Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness  
        • Provides transitions which are weak or inconsistent  
        • Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose  
        • Shows limited variety in sentence length and structure  
        • Textual evidence is not blended at all  
        • Does not follow rules of standard written English; error impede understanding. |
| 1      | • Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text  
        • Has little evidence of an organizational pattern or any sense of wholeness and completeness  
        • Provides transitions which are poorly utilized, or fails to provide transitions  
        • Has a limited or inappropriate vocabulary for the intended audience and purpose  
        • Has little or no variety in sentence length and structure  
        • Does not follow rules of standard written English; errors are common. |