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| **Scoring Criteria** | **Exemplary: 10** | **Proficient: 8.5** | **Emerging: 6.5** | **Incomplete: 5** |
| **Ideas** | The essay  - presents a topic with a clearly stated and insightful controlling idea **(W.7.2a)**  - supports the topic with specific and relevant facts, evidence, details, and examples to guide understanding of main ideas **(W.7.2b**)  - skillfully combines ideas from several sources **(W.7.7; W.7.9).** | The essay  - presents a topic with a controlling idea  - supports the topic with facts, evidence, details, and examples that guide the reader’s understanding of the main ideas  - combines ideas accurately from several sources. | The essay  - presents a topic with an unfocused controlling idea  - contains insufficient or vague facts, evidence, details, and examples that confuse the reader’s understanding of the main ideas  - uses ideas from limited sources. | The essay  - presents an unclear or vague topic with no controlling idea  - contains few facts, evidence, details, or examples  - cites few or no sources or misstates ideas from sources. |
| **Structure** | The essay  - leads with an effective, engaging introduction **(W.7.2a)**  - effectively sequences ideas and uses meaningful transitions to create cohesion and clarify relationships among ideas **(W.7.2c)**  - provides an insightful conclusion that follows from and supports the explanation presented **(W.7.2f)** | The essay  - presents a clear and focused introduction  - sequences ideas and uses transitions to create coherence  - provides a conclusion that connects the larger ideas presented in the essay. | The essay  - contains an underdeveloped and/or unfocused introduction  - presents disconnected ideas and limited use of transitions  - contains an underdeveloped or unfocused conclusion. | The essay  - contains a vague, unfocused introduction  - presents little, if any, commentary and no use of transitions  - contains a vague and/or no conclusion. |
| **Use of Language** | The essay  - uses precise diction deliberately chosen to inform or explain the topic **(W.7.2d)**  - uses a variety of sentence structures to enhance the explanation **(L.7.3a)**  - demonstrates technical command of conventions **(L.2).** | The essay  - uses appropriate diction for the information or explanation  - uses a variety of sentence structures  - demonstrates general command of conventions; minor errors do not interfere with meaning. | The essay  - uses informal diction that is inappropriate at times for the information or explanation  - shows little or no variety in sentence structure  - demonstrates limited command of conventions; errors interfere with meaning. | The essay  - uses informal diction that is inappropriate for the purpose  - shows no variety in sentence structure  - demonstrates limited command of conventions; errors interfere with meaning.  42 |