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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 |