Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The THS student will demonstrate effective communication through writing. (Targeted level of achievement is 3-Proficient)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **4-Exemplary****Exceeds Expectation** | **3-Proficient****Meets the expectation** | **2-Developing****Almost meets the expectation** | **1-Beginning****Needs significant growth to meet the expectation** | **Teacher****score** | **Student****Score****(optional)** |
| **Purpose** | ●Consistently demonstrates a clear, thorough understanding of concepts●Maintains focus with a strong awareness of audience | ●Demonstrates an understanding of concepts●Maintains focus with an appropriate awareness of audience | ●Demonstrates a partial understanding of concepts●Maintains limited focus with some awareness of audience | Demonstrates little or no understanding of concepts or focus with little or no awareness of audience |  |  |
| **Organization** | ●Effectively uses organizational structure to clearly develop ideas●Uses smooth and logical transitions, allowing for insightful observations | ●Uses organizational structure to develop ideas●Adequately uses transitions, allowing for appropriate observations | ●Uses some organizational structure to partially develop ideas ●Uses limited transitions, allowing for some observations | ●Uses little or no organization to develop ideas●Uses few transitions, and makes few or no observations |  |  |
| **Language** | ●Provides a variety of sentence types ●Uses effective, precise, descriptive language | ●Provides some varied sentence types ●Uses descriptive language | ●Provides few varied sentence types ●Uses basic, predictable language | ●Provides simplistic sentences with no variety ●Uses basic, predictable language |  |  |
| **Elaboration of Evidence** | Consistently incorporates well-supported, well-developed ideas that result in compelling analyses and insightful conclusions | Adequately incorporates ideas that result in effective analyses and appropriate conclusions | Incorporates some ideas that result in limited analyses and conclusions |  Incorporates few or no ideas and makes no analyses/ conclusions |  |  |
| **English Conventions** | No errors (grammar/usage/spelling/mechanics) that interfered with clarity | Few errors (grammar/usage/spelling/mechanics) | Several errors (grammar/usage/spelling/mechanics)  | Numerous errors (grammar/usage/spelling/mechanics)  |  |  |
| **OVERALL** | ------- | ------- | ------ | ------ |  |  |