**Purpose, Focus and Organization**

**Directions:** Grade your own essay according to these standards. Be ready to explain why you have chosen this grade.

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| 4 points  The essay stays focused on the audience, purpose and task.  The essay has a clear claim.  The organization of the essay flows in a way that makes sense.   * The claim is strongly maintained, with little or NO loosely related ideas * A variety of transitional strategies are used very well. These show the relationships between and among ideas. * The ideas progress in a way that makes sense from beginning to end. The introduction and conclusion are satisfying.   Appropriate style and tone is established and maintained. | 3 points  The essay is generally focused within the purpose, audience, and task;  It has a clear claim and obvious organizational structure.  The essay is mostly complete.  • Maintained claim even if there is SOME loosely related ideas  • Satisfactory use of a variety of transitional strategies to clarify the relationships between and among ideas  • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion  • Appropriate style and tone established |
| 2 points  The response is slightly sustained within the purpose, audience, and task  The essay may include unrelated ideas.  The essay might not be organized.  The response may include the following:  • The claim is unclear or very difficult to determine  • The essay has less than 4 transitional strategies used at an elementary level  • The introduction and conclusion are not complete | 1 point  The essay is related to the topic but shows little or no awareness of the purpose, audience, and task.  The essay has no claim, or the claim is very hard to figure out.  The essay does not have any sense of organization.  The response may include the following:  • Absent, confusing, or ambiguous claim  • 3 or fewer transitional strategies are used without skill  • Includes many off topic ideas  • The essay is too short to show that you can focus or organize your ideas |

**Purpose:** To explain the need for P.E. programs in school **Audience**: A statement that will be read to the school board who makes decisions about which programs to cut or keep at schools. **Task**: Write an argument with evidence that supports the claim.

**Evidence and Elaboration**

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| **4 points**  The essay is complete, convincing, and well supported.  The claim is well supported with evidence. The claim includes the effective use of sources, facts, and details.  The response includes most of the following:  • relevant evidence, including precise references to sources  • The essay includes a variety of elaborative techniques that support the claim, demonstrating an understanding of the topic and sources  • The ideas are expressed clearly. Exact language is used.  • The vocabulary used shows that the author understand the topic  • The sentences are varied in structure | **3 points**  The response provides satisfactory support.  Evidence is cited to support the claim.  The essay includes the skillful use of sources, facts, and details.  The response includes most of the following:  • Evidence is included in an adequate way. The source evidence is relevant to the topic, even if the citations are too general.  • Some elaborative techniques are used  • The ideas are adequate but some vocabulary words are not used correctly  • Some variation in sentence structure |
| **2 points**  The essay includes little evidence for the claim. It includes inadequate use of sources, facts, and details.  The response may include the following:  • Weakly included evidence from sources. Citations are used incorrectly.  • The same elaborative techniques are used again and again, are wrong  • Ideas are not specific or expressed on an elementary level  • Vocabulary from the source is used incorrectly  • Most sentences are very simple | **1 point**  The essay has little support or evidence for the claim. There sources are used hardly at all, if ever used.  The response may include the following:  • The ideas are unclear, or confusing  • The vocabulary used is not related to the topic  • Sentences are incomplete.  Citations and evidence are missing or used incorrectly. |

**Conventions of Standard English**

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| 2 points:  There are some minor errors in grammar but no patterns of errors. Punctuation, capitalization, sentence formation, and spelling are correct. | 1 point:  There are consistent errors in grammar in: punctuation, capitalization, sentence formation, and spelling | 0 points  The grammar errors are severe and frequent |