<table>
<thead>
<tr>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>MLA Formatting</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| **4**  The paper is completely focused, through the use of a concise and informative claim. This claim is fully sustained.  
• Claim is clearly stated, and is focused and informative.  
• Any opposing claims are clearly addressed, through rebuttals  
• The claim is introduced and communicated in a context that makes sense, including the use of a hook. | The paper has a clear and effective organizational structure, creating unity, completeness and an excellent flow of information.  
• Effective, consistent use of a variety of transitional strategies (Data Starters)  
• Logical progression of connected ideas from beginning to end  
• Commentaries on quotes help the quote support the claim and purpose. | The paper utilizes clear, properly formatted quotes and citations. The overall paper formatting is clearly in line with the MLA formatting standards  
• Chosen quotes are cited perfectly within the MLA standards  
• “Works Cited” citations are properly formatted and organized  
• Overall paper format is MLA standard (Heading, paging, titles, margins, fonts, and spacing) | The paper demonstrates a strong command of English language conventions, including: grammar, punctuation, syntax, and spelling.  
• Few, if any, errors are present in usage and sentence formation  
• Effective and consistent use of punctuation, capitalization, and spelling |
| **3**  The paper is mostly focused through the use of a claim. The claim is adequately sustained throughout the paper.  
• Claim is mostly clear, and maintained.  
• Opposing claims are addressed, but all of them may not be rebutted or rebutted well.  
• The claim is introduced and communicated in a context that mostly makes sense, though the hook may not be the most interesting. | The paper has evident organizational structure, creating a sense of unity, completeness and a connected flow of information.  
• Meets but does not exceed use of transitional strategies with some variety (Data Starters)  
• There is a progression of connected ideas from beginning to end  
• Commentaries on quotes somewhat support the claim and purpose. | The paper provides formatted quotes and citations. The overall paper formatting is mostly within the MLA formatting standards  
• Chosen quotes are cited closely to the MLA standards  
• “Works Cited” citations have very few errors in formatting  
• Overall paper format closely resembles MLA standard | The paper demonstrates adequate command of English language conventions, including: grammar, punctuation, syntax, and spelling.  
• Some errors in usage and sentence formation may be present, but not systematic pattern of errors is displayed  
• Adequate use of punctuation, capitalization, and spelling |
| **2**  The paper is somewhat focused, through the use an unclear claim. There may be some drift in the writer’s thoughts, causing the claim to not be fully sustained.  
• May be clearly focused on the claim, but it is insufficiently sustained  
• Hook may be uninteresting and the context is inadequate  
  Or  
• The claim on the issue is unclear and unfocused Or the rebuttal is weak or not supported.  
• Hook may be non-existent | The paper has an inconsistent organizational strategy, and there is little sense of unity, completeness and flow.  
• Inconsistent use of transitional strategies with little variety  
• Uneven, or illogical, progression of ideas, that may not seem connected  
• Commentaries are inconsistent in their support of the claim and purpose. | The paper provides quotes and citations but may not have enough to meet the purpose of the paper. The overall paper formatting may not be MLA standard.  
• Chosen quotes are quoted but not necessarily cited properly  
• “Works Cited” citations have several errors in formatting  
• Paper is formatted well, but does not follow MLA standard | The paper demonstrates partial command of English language conventions, including: grammar, punctuation, syntax, and spelling.  
• Frequent errors in usage and sentence formation may be present, which also obscure the meaning  
• Inadequate use of punctuation, capitalization, and spelling  
• May be too brief to determine the student’s ability |
| **1**  The paper is unfocused with an unclear claim. The claim is completely vague where the writer’s thoughts are confusing an insufficiently sustained.  
• Claim is not present.  
• Hook is not present or not accurate.  
• Rebuttal is not present | The paper has little or no discernable organization, and little or no sense of unity, completeness and flow.  
• Few or no transitional strategies are evident  
• Ideas that are not connected, intrude into the paper  
• Commentaries on quotes are not present or do not help support the claim and purpose. | The paper does not provide enough quotes and citations. The overall paper formatting may not be MLA standard.  
• Quotes may be missing, or not cited at all  
• “Works Cited” citations are nearly unrecognizable in formatting  
• Formatting of the paper meets very few of the expectations, if any. | The paper demonstrates a lack of command for the English language conventions, including: grammar, punctuation, syntax, and spelling.  
• Errors are frequent and severe; the meaning of the paper is often obscured as a result |
| **0**  Paper is not able to be scored.  Not turned in, not enough to score, or writing failed to follow the prompt and is off topic | | | |