<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 insufficiency 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 | 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 | 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 |

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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