|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **BEGINNING** | **DEVELOPING** | **APPLYING** | **EXTENDING** |
| Hook | No attempt has been made to engage the audience/reader with an engaging hook. | Uses a simple hook that relates to the topic, but does not fully engage the audience/reader. | Uses an appropriate hook that clearly relates to the topic and attempts to engage the audience/reader. | Uses a creative, appropriate hook that clearly relates to the topic and engages the audience/reader. |
| Bridge | Student does not write enough to connect hook to thesis no bridge sentences | Sentences attempt but do not succeed in a clear connection of hook and thesis | Sentences make a transition from the hook to the thesis with a few “holes” | Sentences make a smooth, thoughtful transition from the hook to the thesis |
| Thesis | Does not contain a thesis statement OR contains a unrelated statement | Contains a vague topic and fewer than three reasons to be developed in the body of the essay | Contains a topic with three reasons to be developed in the body of the essay | Contains a clearly developed topic with three related reasons to be developed in the body of the essay |

**INTRODUCTORY PARAGRAPH**

**Expository Body Paragraphs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | BEGINNING | DEVELOPING | APPLYING | EXTENDING |
| Topic sentence | The topic sentence is unclear, or there is no topic sentence at all. | The topic sentence gives little evidence of a relevant topic connecting to the other sentences in the paragraph. | Fairly well developed and gives some clarity of the of the paragraph's content. | Well developed with a topic and controlling idea. It is a clear statement of the paragraph's content. |
| Supporting details | The details do not support the main idea OR there are not enough details. | Some of the details support the main idea, but some do not. | Each detail supports the main idea, but there are not enough supporting details. | Each detail supports, or tells more about the topic and has follow up sentences, which provide additional support. |
| Organization/  Transitions | There is no clear order. Writing is confusing and hard to follow; transitions are missing or misused. | Writer attempted with marginal success to show organized order. Some transitions are used, but effect is not clear. | Most of the details are in a clear, organized order; transitions show connection between ideas. | The supporting sentences are in a clear, organized order; purposeful use of transitions develop, relate, and connect ideas |
| Vocabulary/  Formal language | Student writing shows little or no awareness of precise language; consistently uses “you” or “I” pronouns | Uses vague or uninteresting language; repeatedly uses “you” or “I” pronouns | Uses mostly precise, descriptive language; avoids first and second person pronouns with 1-2 errors | Uses precise, descriptive language consistently; avoids first and second person pronouns |
| Overall Conventions | Little to no command of standard English; frequent errors impede understanding and distract the reader. | Inconsistent command of standard English; several error patterns are found and errors impede understanding. | Average command of standard English; some errors are found, but the meaning is clear. | Excellent command of the conventions of standard English; few if any, errors found. |

**CONCLUDING PARAGRAPH**