**4 3 2 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Controlling or Main Idea (Topic Sentence)** | Controlling or main idea of topic is clearly communicated and the focus is strongly maintained for the  purpose and task | Controlling or main idea of topic is clear, and the focus is mostly maintained for the purpose and task | Controlling or main idea of  topic may be somewhat  unclear, or the focus may be insufficiently sustained for the purpose and task | Controlling or main idea of  topic may be somewhat  unclear, or the focus may be  insufficiently sustained for  the purpose and task |
| **Supporting Evidence** | Paragraph contains exemplary examples of supporting evidence that relate to the main idea. | Paragraph has sufficient supporting evidence that relate to the main idea. | Paragraph has some supporting evidence that may relate to the main idea. | Paragraph has little or no supporting evidence that relate to the main idea. |
| **Elaborative Techniques (Analysis)** | Effective use of a variety of \*elaborative techniques | Adequate use of some \*elaborative techniques | Weak or uneven use of \*elaborative techniques; development may consist primarily of source summary | Minimal if any use of \*elaborative techniques |
| **Basic Writing Conventions** | Contains few, if any punctuation, capitalization, and spelling errors. | Contains several errors in punctuation, spelling or grammar that *do not interfere* with meaning. | Contains many errors in punctuation, spelling and/or grammar *that interfere* with meaning. | Contains many errors in punctuation, spelling and/or grammar that  *make the piece illegible.* |

\*ELABORATIVE TECHNIQUES may include the use of personal experiences that ***support the controlling idea.***