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| **Writing for the 21st Century**  ***Promoting P.O.E.T.S. across disciplines.*** | | | | |
| *Score* | ***Exemplary*** (4) | ***Proficient*** (3) | ***Developing*** (2) | ***Beginning*** (1) |
| **P**urpose/Focus | Main idea and/or claim (assertion or problem statement) is clearly stated, highly focused and strongly maintained throughout the writing. | Main idea and/or claim (assertion or problem statement) is stated, focused and maintained throughout the writing. | Main idea and/or claim (assertion or problem statement) is stated, and focus is somewhat maintained throughout the writing. | Main idea and/or claim (assertion or problem statement) is weak or not stated, and focus is lacking throughout the writing. |
| **O**rganization | Organizational structure most effectively creates logical progression of ideas from beginning to end. Strong connections among ideas are made by using the most effective transitions and are reinforced through varied word choice. | Organizational structure effectively creates progression of ideas from beginning to end. Connections among ideas are made by using effective transitions and are reinforced through word choice. | Organizational structure creates progression of ideas from beginning to end. Connections among ideas are emerging; however, transitions and word choice are limited. | Organizational structure creates limited progression of ideas from beginning to end. Connections among ideas are unclear and transition and word choice are lacking. |
| **E**vidence and Explanation | Evidence is ample, clearly stated and properly cited. A thorough explanation of the evidence provides substantial depth that is specific and relevant. | Evidence is clearly stated and properly cited. An explanation of the evidence provides depth that is relevant. | Evidence is stated and cited. An explanation of the evidence is provided. | Evidence is minimal and may or may not be cited. Limited explanation of the evidence is provided. |
| **T**one and Audience | Use and development of tone is exceptional and most appropriate for the audience. The purpose is clear and evident throughout the writing. | Use and development of tone is appropriate for the audience. The purpose is evident throughout the writing. | Use of tone is appropriate for the audience. The purpose is somewhat evident throughout the writing. | Use of tone is not appropriate for the audience. The purpose is not evident in the writing. |
| **S**urface Errors (Grammar) | Effective and consistent use of punctuation and domain specific vocabulary. There are few to no surface errors. | Effective use of punctuation and domain specific vocabulary. There are some surface errors. | Use of punctuation and some domain specific vocabulary. There are several surface errors. | Use of punctuation and domain specific vocabulary is limited. There are abundant surface errors. |