<table>
<thead>
<tr>
<th>Ideas</th>
<th>4 Proficient with Distinction</th>
<th>3 Proficient</th>
<th>2 Partially Proficient</th>
<th>1 Substantially Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly analyzes a situation or reflects on personal growth&lt;br&gt;Multiple elaboration techniques are used to establish a focus. (compare, describe, analyze, question)&lt;br&gt;Many relevant details give important information that support the focus idea</td>
<td>Adequately analyzes a situation or reflects on personal growth&lt;br&gt;Some elaboration techniques are used to establish a focus. (compare, describe, analyze, question)&lt;br&gt;Some relevant details give important information that support the focus idea <strong>W-14.1, W-14.2, W-14.4</strong></td>
<td>Very briefly analyzes a situation or reflects on personal growth&lt;br&gt;Very few elaboration techniques are used to establish a focus. (compare, describe, analyze, question)&lt;br&gt;Very few relevant details give important information that support the focus idea</td>
<td>Fails to analyze a situation or reflect on personal growth&lt;br&gt;No elaboration techniques are used to establish a focus.&lt;br&gt;No relevant details are given to support the focus idea</td>
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<tr>
<th>Organization</th>
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<th>3 Proficient</th>
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<td>An inviting introduction draws the reader in and sets the context.&lt;br&gt;Text structure strongly supports purpose, is captivating to audience and cleverly supports the progression of ideas.&lt;br&gt;Details are well thought and supportive. Placement is strategic and logical.&lt;br&gt;Transitions clearly show how ideas connect.&lt;br&gt;Conclusion leaves reader with a sense of closure and something to think about</td>
<td>An adequate introduction draws the reader in and sets the context.&lt;br&gt;Text structure is appropriate to purpose and audience and supports progression of ideas.&lt;br&gt;Details are relevant, and placement is logical.&lt;br&gt;Transitions show how ideas connect.&lt;br&gt;Conclusion leaves reader with a sense of closure. <strong>W-1.4, W-14.3, W-14.5, W-14.1</strong></td>
<td>The introduction basically sets the context.&lt;br&gt;Text structure is somewhat appropriate to purpose and audience and supports minimal progression of ideas.&lt;br&gt;Details are somewhat relevant, and placement is somewhat logical.&lt;br&gt;Transitions somewhat show how ideas connect.&lt;br&gt;Conclusion vaguely gives a sense of closure</td>
<td>The introduction is limited&lt;br&gt;Text structure is inappropriate to purpose and audience and fails to support any progression of ideas.&lt;br&gt;Details are irrelevant, and placement is illogical.&lt;br&gt;Transitions do not show how ideas connect.&lt;br&gt;Conclusion lacks a sense of closure</td>
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<th>Voice</th>
<th>4 Proficient with Distinction</th>
<th>3 Proficient</th>
<th>2 Partially Proficient</th>
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| Conveys a strong commitment to topic and its importance throughout writing.<br>Establishes and expressively conveys an authoritative voice<br>Writing engages the reader in a unique way and demonstrates a strong sense of audience. | Conveys a sensible commitment to topic and its importance throughout writing.<br>Establishes and conveys an authoritative voice.<br>Writing is engaging and demonstrates a sense of audience **W-7.3, W-7.4** | Conveys a basic commitment to topic and its importance within writing.<br>Somewhat establishes an authoritative voice.<br>Writing demonstrates some sense of audience. | Does not convey a sensible commitment to topic and its importance within writing.<br>Fails to convey an authoritative voice.<br>Writing lacks a sense of audience.
<table>
<thead>
<tr>
<th><strong>Word Choice</strong></th>
<th>Vocabulary is sophisticated and appropriate to purpose and audience. Uses precise and descriptive language that clarifies and supports intent throughout writing. Creates images, using striking words/phrases</th>
<th>Vocabulary is appropriate to purpose and audience. Uses precise and descriptive language that clarifies and supports intent. Creates images, using sensory language <strong>W-13.1, W-7.5</strong></th>
<th>Vocabulary is limited in conveying message and in engaging the reader. Uses some precise and descriptive language that clarifies and supports intent. Attempts to create images, using sensory language</th>
<th>Vocabulary is very limited in conveying the message. Little evidence of precise or descriptive language. Little or no attempt to create images, using sensory language</th>
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