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| **Criteria** | **4** | **3** | **2** | **1** |
| **Content**  | **Content knowledge** | Use of ***expository*** writing strategies to address topic | Clearly and effectively uses appropriate writing strategies to address topic **to respond to all five questions thoroughly** | Clear application of writing strategy to address topic **to respond to four questions thoroughly**  | Attempts some aspects of writing strategy and addresses topic **to respond to three questions thoroughly** | Inability to use writing strategy and respond to topic **to respond to two questions.** |
|  | Use of credible facts and/or quotes, definitions, and concrete details.  | Well chosen quotes, reasons, and examples are integrated effectively into paragraph, **pulling at least one relevant example per question from text (minimum of five relevant examples for the entire project).** | Adequately chosen quotes, reasons, and/ or examples, **pulling at least three relevant examples from the text for the entire project.**  | Lacks development and focus, or lacks introduction of quotes **pulling at least two relevant examples from the text for the entire project.**  | Unorganized and underdeveloped. No support.  |
| **Writing skills** | Use of introduction, transitions, and conclusion to support form and content of entry; students attend to precision; the organization of ideas and sentence structure used help the reader understand the concepts expressed | **Introduction**, **transitions**, and **conclusion** appropriately support the form and topic; precise explanations help the reader understand the concepts | I**ntroduction, transitions,** and **conclusion** generally support the form and topic; most explanations are clearly stated and help the reader understand the concepts | I**ntroduction, transitions,** and **conclusion** are adequate, but may not fit the question; explanations are adequate to convey meaning but lack precision | **Poor introductory, transition,** and **concluding** statements which do not support topic; unclear explanations impede the reader’s understanding of the concepts |
| **Language** | **Bricks** | Use of appropriate content vocabulary, phrases, and clauses such as: expedition, hostile, latitude, psychological, personality, morale, etc. | Writing demonstrates a thoughtful and fluent use of content vocabulary, learned phrases, and clauses **2+ vocab per answer** | Writing demonstrates appropriate use of content vocabulary, phrases, and clauses**1+ vocab per answer** | Writing demonstrates some use of content vocabulary, phrases, and clauses**~1 vocab per answer** | Writing demonstrates limited use of content vocabulary, phrases, and clauses**vocab?** |
| **Mortar** | Use of functional academic language and formal style with an emphasis on fluency, for example: *Take into consideration\_\_\_\_\_\_\_\_\_.**This is true because \_\_\_\_\_\_\_\_\_\_\_\_.**This illustrates the importance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* | Writing displays fluent use of academic language and consistently writes in a formal style with sentence variety**Sentence frames sound natural** | Writing displays appropriate use of academic language and generally writes in a formal style**Most sentence frames sound natural** | Writing displays some academic language, but may disregard some of the more formal stylistic choices**Some sentence frames sound natural** | Writing neglects or misuses academic language, which detracts from the formal style**What’s a sentence frame?** |