FOCUS	**1. Introduction:** • Is the Thesis Statement clear and focused? • Does the Thesis Statement restate the question or writing prompt? • Does the Thesis Statement refer to the title of the text (and author, if applicable)? • Is there a "Thesis Map", previewing the main ideas to be developed in the response?	YES or NO YES or NO YES or NO YES or NO	**1 2 3 4**
FOCUS CONTENT (ANALYSIS) ORGANIZATION	**2. Response/Analysis** • Is the analysis provided clear and easy to understand? • Does the response address all parts of the task? • Is the response focused and well organized (logic/sequence)? • Is there a sufficient amount of detail (so that *anyone* who reads the response would understand what is being written about)?	YES or NO YES or NO YES or NO YES or NO	**1 2 3 4**

FOCUS
 	
ORGANIZATION
 	
CONTENT
(EVIDENCE and
REASONING)
	3. Evidence. Did the student *ICE* the evidence?
	
	▪ Relevance: Does the evidence include relevant/accurate details, examples, quotes, or facts?
	▪ Presentation: Is the evidence incorporated/presented properly?
	   - Are direct quotes introduced with a signal phrase?
	   - Did the writer cite the source (page #, chapter, or any specific location) of the evidence?
	• Explanation/Reasoning
	   - Did the writer explain the evidence, showing the connection between the evidence and the writer's claim or purpose?
	   -- Does the explanation show clear, logical reasoning?
	• Sufficiency:
	   - Is there a sufficient amount of evidence?
		YES or NO
		
		YES or NO
		
		YES or NO
		
		YES or NO
			1 2 3 4

ORGANIZATION	**4. Organization**
	Evident and efficient introduction, development and conclusion.
	• Thesis (see criteria listed above)?
	• Body
	   - Is each main idea presented in a separate paragraph?
	   - Does each paragraph include a clear introduction and development of a controlling idea?
	• Transitions
	• Does the writer use effective transitions to link ideas and aid fluency?
	• Conclusions
	   - Is there a clear transition to the conclusion?
	   - Does the conclusion restate the thesis?
		
		YES or NO
		YES or NO
		
		YES or NO
		
		YES or NO
			1 2 3 4

VOCABULARY CONVENTIONS STYLE	**5. Language and Conventions** • Vocabulary: Does the writer use effective vocabulary to convey meaning and explain the topic, including domain-specific vocabulary drawn from the text? • Sentences: Are most sentence formations error free? • Conventions: Are there many errors in basic conventions/mechanics? • Conventions/Meaning: Do the errors interfere with meaning?	YES or NO YES or NO NO or YES NO or YES	**1 2 3 4**