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|  | **4- Excellent** | **3- Good** | **2- Satisfactory** | 1. **Needs Improvement**
 |
| **Introduction** **(Lead)**  | The introduction (lead) is inviting, states the main topic, and previews the structure of the paper.  | The introduction (lead) clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.  | The introduction (lead) states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting to the reader.  | There is no clear introduction of the main topic or structure of the paper.  |
| **Sequencing**  | Supporting details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Supporting details are placed in a logical order, but the way in which they are presented sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order, and this distracts the reader. |
| **Conclusion**  | The conclusion is strong and leaves readers with a feeling that they understand the writer’s point. | The conclusion is recognizable and ties up almost all the loose ends. | The conclusion is recognizable, but leaves several loose ends. | There is no clear conclusion. The paper just ends. |
| **Word  Choice**  | Contains precise, original, and fresh words to create vivid images. Figurative language is also used. Transition words are effectively used throughout the essay. | Contains descriptive words to create vivid images. Transition words are used throughout the essay. | Attempts to use descriptive words to create images. Some transition words are used in the essay. | Contains general or ordinary words. Transition words are not in the essay. |
| **Voice**  | The writer’s voice is clearly heard; He or she successfully uses several strategies to make the reader think about the topic. | The writer’s voice is heard; He or she uses several strategies to make the reader think about the topic. | The writer’s voice is seldom heard; He or she attempts to make the reader think about the topic. | The writer makes no attempt to make the reader think about the topic. |
| **Conventions**  | No mistakes in spelling, grammar, capitalization or punctuation. | A few minor mistakes that do not interfere with the reader’s ability to comprehend text. | Many minor mistakes. Mechanics make text somewhat difficult to read. | Many or careless mistakes make text very difficult to read. |