

Performance Indicators	Outstanding	Good	Competent	Needs Revision
Ideas and Elaboration	Student demonstrates thoughtfulness and clarity in choice of topic or thesis. Writing is focused and includes some of the big ideas associated with the topic/thesis. Includes variety of evidence and details. Demonstrates innovation in approach to topic/thesis.	Student has selected an appropriate topic or thesis. Writing is mostly focused and includes some of the big ideas associated with the topic/thesis. Includes evidence and details.	Student has chosen from a list of suggested topics. Writing may wander from the topic, but has some clarity about the overall purpose. Includes enough evidence and details to illustrate the topic.	Student makes random selection of a topic. Writing has no focus. Very little or no use of evidence and details.
Organization	Organization supports the main purpose of the writing. Evidence and details are well integrated into the writing. There's a clear and logical structure to the writing.	Organization supports the main purpose of the writing. Evidence and details are used to support the main purpose of the writing. There's a clear structure to the writing.	The main purpose of the writing is clear, though the organization may not always be focused. Some appropriate evidence and details are used.	Paper lacks any sense of organization or structure. Little or no evidence and details are appropriately used.
Voice, Tone & Fluency	Strong sense of individual's voice in the writing. Tone shows awareness of purpose and audience. Style includes some sentences that are complex and compelling. Sophisticated and varied word choice. Writing has cadence & flow.	Some sense of individual voice in the writing. Tone shows awareness of audience. Writing has consistency and coherence. Style includes variety of sentence structures. Varied word choice.	Tone shows awareness of audience. Writing has less consistency and coherence. Sentence structure is coherent and does not detract from the main purpose of the writing.	No awareness of audience. Inappropriate or incorrect use of language. Errors in sentence structure detract from the meaning and purpose of the writing.

Conventions	Excellent use of conventions such as punctuation, capitalization, grammar, spelling. Uses variety of approaches to paragraphing. Uses transitions well to indicate shifts in ideas or background.	Correct use of conventions such as punctuation, capitalization, grammar, and spelling. Uses paragraphs correctly. Occasionally uses transitions indicate shifts in ideas or background.	Enough correctness of conventions so that meaning and purpose of writing are clear. Some use of paragraphs.	Little evidence of conventions or paragraphs.
Process	Student successfully gathers and organizes information for writing. Student develops and expands topic/thesis with supporting details. Evidence of growth through the drafting process to revise. Evidence of editing process.	Student gathers sufficient amount of information for writing. Student uses supporting details to expand writing. Evidence of use of the drafting process. Evidence of editing process.	Student gathers some information for writing. Some use of supporting details to expand writing. Evidence of beginning to use the drafting process. Some evidence of editing process.	Student begins writing without having gathered the necessary information. No expansion of ideas through supporting details. No evidence of a drafting process. Paper lacks any attempt at editing.
For Oral Component Only	Communicates ideas clearly and in appropriate, sophisticated, and original way to audience. Able to expand on ideas. Presents complex, accurate, and substantive thinking in an organized way.	Communicates clearly and in appropriate and original way to audience. Able to expand somewhat on ideas. Presents accurate and substantive thinking in an organized way.	Communicates clearly in appropriate way to audience. Able to expand somewhat on ideas. Presents some substantive thinking in an organized way.	Neither clear nor appropriate for audience. Does not expand on ideas. Does not present accurate or substantive information. Ideas not organized.