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| *Diagnosis*  Process Paper | 1  Beginning | 2  Developing | 3  Secure | 4  Expanding |
| **Insight** |  |  |  |  |
| *Controlling*  *Idea* | Missing | Present but unclear or lacking insight | Clearly stated with some insight | Compelling with thoughtful insight |
| *Important ideas expressed* | Less significant or obvious ideas expressed; literal reading | Ideas show minimal interpretation extending beyond literal reading | Ideas show insight and interpretation | Ideas show insightful interpretation with universal meaning |
| **Evidence** |  |  |  |  |
| *Details are: Sufficient Representative*  *Important*  *Integrated* | Minimal details limited to plot | Details associated with overarching main ideas and do not go beyond class discussion. | Details substantively support overarching main ideas. | Persuasive details chosen from close reading of text; details support overarching main ideas. |
| *Details are:*  *Developed*  *Related* | Details are neither developed nor related, just deposited. | Details are weakly developed and or related. | Details are both developed and related. | Details are thoroughly developed and related to the controlling idea |
|  |  |  |  |
| **Fluency** |  |  |  |  |
| *Organization:*  *Paragraphs*  *Hook*  *Conclusion* | Paragraphs unorganized; transitions omitted; missing hook; conclusion just stops. | Paragraphs not clearly related; intermittent transitions; introduction or conclusion present, but ineffective | Paragraphs logical; transitions between paragraphs effective; introduction and conclusion present but not compelling | Paragraphs logical; transitions use key terms, not merely stock words or phrases; introduction focused and compelling; and conclusion has universal meaning. |
| *Conventions* | Interferes with meaning | Distracting errors | minimal errors; no risks | Minimal errors; sophisticated constructions; takes risks |
| *Word choice:*  *Verbs: strong, active voice and present tense*  *Appropriate diction: analytical discourse, accurate nouns and adjectives* | Frequent inaccurate or distracting usage in denotation and connotation;  state of being or past tense verbs dominate. | Instances of inappropriate word  choice;  frequent use of state of being verbs or passive voice;  over-generalized nouns and/or adjectives | Most words appropriately chosen;  verbs strong and predominant use of active voice, present tense;  specific and accurate nouns and adjectives | Vivid word choice commands the reader’s interest;  strong verbs use present tense with active voice; diction compelling, persuasive, and precise use of nouns and adjectives |

Teacher commentary: