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| *Diagnosis* Process Paper | 1Beginning | 2Developing | 3Secure | 4Expanding |
| **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 |
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| **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: