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| **FOCUS**  The single controlling point made with an awareness of task (mode) about a specific topic. | **Sharp, distinct controlling point** made about a single topic with evident awareness of task (mode). | **Apparent point** made about a single topic with sufficient awareness of task (mode). | **No apparent point** but evidence of a specific topic. | **Minimal evidence** of a topic. |
| **CONTENT**  The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations. | **Substantial, specific and/or illustrative** content demonstrating strong development and sophisticated ideas. Includes a picture. | **Sufficiently developed** content with adequate elaborations or explanation. May or may not include a picture. | **Limited content** with inadequate elaboration or explanation. May or may not include a picture. | **Superficial and/or minimal** content. May or may not include a picture. |
| **ORGANIZATION**  The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion. | **Sophisticated** arrangement of content with evident and/or subtle transitions. | **Functional arrangement** of content that sustains a logical order with some evidence of transitions. | **Confused or inconsistent** arrangement of content with or without attempts at transition. | **Minimal control** of content arrangement. |
| **STYLE**  The choice, use and arrangement of words and sentence structure that create tone and voice. | **Precise, illustrative** use of a variety of words and sentence structures to create consistent writer’s voice and tone appropriate to audience. | **Generic use** of a variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience. | **Limited word choice** and control of sentence structures that inhibit voice and tone. | **Minimal variety** in word choice and minimal control of sentence structures. |
| **CONVENTIONS**  Grammar, mechanics, spelling, usage and sentence formation. | **Evident control** of grammar, mechanics, spelling, usage and sentence formation. | **Sufficient control** of grammar, mechanics, spelling, usage and sentence formation. | **Limited control** of grammar, mechanics, spelling, usage and sentence formation. | **Minimal control** of grammar, mechanics, spelling, usage and sentence formation. |

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Names of team members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score out of 20:\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_