| Grade: **12th** Genre: **Writing for Application** | | Advanced (Exceeds) 4 | Proficient (Meets) 3 | Partially Proficient (Approaching) 2 | Unsatisfactory (Does Not Meet) 1 |
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| **Organizing Skills** | **Orientation/ Opening (when appropriate)** | Immediately captures the reader's attention. Establishes the writer's voice and intention so that the reader wants to get to know the writer. | Captures the reader's attention. Establishes the writer's voice and begins to indicate the writer's intention. | Attempts to capture the reader's attention. Writer's voice is not clearly established or defined. | Makes little or no attempt to capture the reader's attention. Writer's voice is unclear. |
| | **Development of Ideas** | Effective organizational pattern is developed and sustained. Uses logical thought to establish the reader's anticipation and meets the specific requirement (s) of the situation. Evidence of research into the college, business or military branch is evident by the selection of details used. Develops the reader's understanding of the topic or objective by employing a variety of elaboration techniques. | Effective organizational pattern is developed and sustained. Demonstrates logical thought and meets the specific requirement(s) of the situation. Evidence of research into the college, business or military branch is evident by the selection of details used. Develops the reader's understanding of the topic or objective by employing elaboration techniques. | Organizational pattern is developing. Attempts to sustain a logical thought pattern but does not address part(s) of the requirement(s) of the situation. Lack of specificity as to which business, company or military branch the application is addressing. The topic or objective is not fully developed and employs few elaboration techniques. | Organizational pattern is unclear. Logical thought is not evident and does not address the situation. Application doesn't fit the pre-determined audience. No elaboration techniques are used. |
| | **Development of Internal Structure** | Text features and format are appropriate and well crafted for the genre (cover letters, resumes, applications, etc). When appropriate for the genre, transitions effectively connect and enhance ideas. | Text features and format are appropriate for the genre. When appropriate for the genre, transitions adequately connect and clarify ideas. | Text features are present but formatting is inconsistent or distracting When appropriate for the genre, lack of transitions hinder the connection and clarity of ideas | Text features are unclear and confusing to the reader. Formatting is inappropriate. When appropriate for the genre, transitions are not evident |
| | **Closure (when appropriate)** | Conclusion communicates writer's intention, leaving the reader with a sense of who the writer is and of the writer's purpose. The conclusion is powerful and well-crafted. | Conclusion communicates writer's intention, leaving the reader with a sense of who the writer is and of the writer's purpose. | Conclusion does not leave the reader with a strong sense of who the writer is, although the writer's purpose is clear. | Conclusion does not leave the reader with a sense of who the writer is or of the writer's purpose. |
| **Composing Skills** | **Word Choice and Tone** | The language and images chosen exemplify the writer's voice and support the writer's intention. The writer creates an exemplary style and tone for the situation or prompt. | The language and images chosen convey voice and maintain writer's intention. The writer creates an appropriate style and tone for the situation or prompt. | The language chosen distracts from the writer's voice and intention. The writing is only occasionally appropriate in style and tone for the situation or prompt. | The language chosen conveys little or no voice or intention. The writer's style and tone are inappropriate for the situation or prompt. |
| | **Sentence Fluency/ Syntax** | The sentence structure establishes a consistent and fluid rhythm and supports the writer's intention. | The sentence structure establishes a rhythm and supports the writer's intention. | The sentence structure lacks a consistent rhythm and hinders the writer's intention. | The sentence structure impedes the development of the writer's intention. |
| **Conventions** | **Conventions** | Errors, if present, are minimal and do not distract the reader; little or no editing needed. The writer consistently and successfully uses commas, semi-colons and colons not only with grammatical correctness but also to stylistic effect. | Errors do not impede communication and rarely distract the reader; minimal editing needed. The writer uses commas, semi-colons and colons with grammatical correctness but may occasionally fall flat. | Errors impede communication in some portions of the response; editing needed. Incorrectly uses commas, semi-colons and/or colons. | Errors severely impede communication; considerable editing is needed. No attempt made to use commas, semi-colons, and colons. |