<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Focus/Organization/Support</th>
<th>Development</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| **Excellent 5**  | • Judgment: Topic sentence, clear, concise, specific  
|                  | • Presentation: Well organized, focused, logical, clear understanding of the purpose and audience, and concludes logically  
|                  | • Is characterized by paraphrasing of the main idea(s) and significant/relevant details  
|                  | • Transitions: excellent | • Understanding of literary work: Clear and insightful  
|                  |                           | • Voice: Authoritative, lively, interesting, enthusiastic | • Makes few, if any, errors in punctuation, spelling, grammar, and sentence structure  
|                  |                           | • Sentences: Varied and complex | |
| **Good 4**       | • Judgment: Topic sentence clear, specific, concrete  
|                  | • Presentation: Well organized, focused, logical, concludes in a satisfactory way  
|                  | • Is characterized by paraphrasing of the main idea(s) with mostly significant/relevant details/facts, and/or explanations  
|                  | • Transitions: effective | • Understanding of literary work: Clear and insightful  
|                  |                           | • Voice: Appropriate and convincing | • Makes infrequent errors in punctuation, spelling, grammar, and sentence structure  
|                  |                           | • Sentences: Varied | |
| **Developing 3** | • Judgment: Topic sentence is vaguely clear  
|                  | • Presentation: Some organization, minimally focused, general understanding of purpose and audience, concludes in a somewhat satisfactory way  
|                  | • Is characterized by paraphrasing the main idea(s) with mostly relevant facts, with minimum details and/or explanations  
|                  | • Transitions: limited | • Understanding of literary work: Minimally clear  
|                  |                           | • Voice: Minimally appropriate and convincing | • Makes frequent errors in punctuation, spelling, grammar, and sentence structure  
|                  |                           | • Sentences: Simple and unvaried  
|                  |                           | • Errors cause some confusion and ambiguity | |
| **Hard to Understand 2** | • Judgment: Topic sentence is not clear  
|                   | • Presentation: Shaky organization, rambling focus, little understanding of purpose and audience, confusing conclusion  
|                   | • Is characterized by substantial copying of key phrases and minimal paraphrasing, with limited facts, details, and/or explanations  
|                   | • Transitions: Ineffective or awkward transitions | • Understanding of literary work: Confusing  
|                   |                           | • Voice: Not present | • Makes many errors in punctuation, spelling, grammar, and sentence structure so that essay is hard to read and understand |
| **Not Understandable 1** | • Judgment: Topic sentence not clear  
|                   | • Presentation: No organization, lacks a central idea, rambling focus, no understanding of purpose and audience, confusing, if any, conclusion  
|                   | • Is characterized by substantial copying of indiscriminately selected phrases or sentences, and marginally related facts, details, and/or explanations  
|                   | • Transitions: Rare | • Understanding of literary work: Unclear  
|                   |                           | • Voice: Not present | • Errors repeated over and over again so that the essay is unreadable |
| **0**            | • Off topic  
|                  | • Expository essay not written | | |