

Grade: 12th Genre: Writing for Application		Advanced/Exceeds/4	Proficient/Meets/3	Partially Proficient/ Approaching/2	Unsatisfactory/ Does Not Meet/1
Ideas & Organization	Orientation/ Opening	Immediately engages the audience.  Establishes the writer's intention, inviting the audience to get to know him/her.	Engages the audience.  Establishes the writer's intention.	Attempts to engage the audience.  Writer's intention is not clearly established.	Makes little or no attempt to engage the audience.  Writer's intention is not evident.
	Development of Ideas	Audience (university, business, military branch, etc.) analysis is evident by the selection and use of specific details.  The audiences' understanding of the topic and purpose is developed through a variety of elaboration techniques.	Audience (university, business, military branch, etc.) analysis is evident by the selection and use of details.  The audiences' understanding of the topic and purpose is developed through some elaboration techniques.	Audience (university, business, military branch, etc.) analysis is not clearly evident by the selection and use of details.  The topic or purpose is not fully developed. Minimal elaboration techniques are used.	Audience (university, business, military branch, etc.) analysis is not evident by the selection and use of details.  Topic or purpose is not developed. Elaboration techniques are not used.
	Development of Internal Structure	Organizational pattern anticipates the audiences' expectations and meets the requirements of the selected topic and purpose for the genre.  Multi-modal components create powerful and unique communication of complex information appropriate to the genre and topic.  Text features signal a shift in ideas and enhance the overall message or theme.  Transitional words or phrases control and enhance the flow of ideas.	Organizational pattern meets the requirements of the selected topic, purpose, and audience for the genre.  Multi-modal components clarify the communication of complex information appropriate to the genre and the topic.  Text features signal a shift in ideas and support the overall message or theme.  Transitional words or phrases control the flow of ideas.	Organizational pattern addresses the selected topic and purpose for the genre.  Multi-modal components detract from the communication of complex information and demonstrate limited understanding of the genre and the topic.  Text features signal a shift in ideas.  Transitional words or phrases support the flow of ideas.	Organizational pattern does not address the selected topic or purpose.  Multi-modal components obscure the communication of complex information and disregard the genre and the topic.  Text features confuse the audience and detract from the overall message or theme.  Transitional words or phrases disrupt the flow of ideas.
	Closure	Conclusion communicates writer's intention and/or insight, leaving the audience with a strong sense of his/her value to the institution or organization.  Conclusion implicitly links the ideas to the world of higher education or the work force.	Conclusion communicates writer's intention and/or insight, leaving the audience with a sense of his/her value to the institution or organization.  Conclusion explicitly links the ideas to the world of higher education or the work force.	Conclusion communicates writer's intention and/or insight, leaving the audience with a sense of his/her value to the institution or organization.	Conclusion does not communicate writer's intention and/or insight.
Craft & Style	Word Choice and Tone	Language, domain-specific vocabulary, figurative language techniques, and/or rhetorical devices engage the audience and advance the topic.	Language, domain-specific vocabulary, figurative language techniques, and/or rhetorical devices engage the audience and support the topic.	Language, domain-specific vocabulary, figurative language techniques, and/or rhetorical devices support the topic.	Language, domain-specific vocabulary, figurative language techniques, and/or rhetorical devices distract the audience and do not support the topic.
	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. Little or no editing needed.	Errors are present but do not distract the audience. Some editing is needed.	Errors are present and distract the audience. Editing needed.	Errors are present and distract the audience. Considerable editing is needed.
		The conventions of Standard English are used to craft varied, strong, correct, and complete sentences for stylistic effect.	The conventions of Standard English are used to construct varied, strong, correct, and complete sentences.	The conventions of Standard English are used to construct correct and complete sentences.	The conventions of Standard English are not used to construct correct and complete sentences.

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