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| **Process Analysis 4 points**  | Exceeds Expectation 4 points  | Meets Expectation 3 points  | Near Expectation 2 points  | Below Expectation 1 points  |
| Process/Organization  | Essay has an introduction with thesis statement, at least two body paragraphs, and a conclusion. Each body paragraph has a topic sentence. Essay remains focused on the topic. Points are presented in a logical manner with transitions. Process is explained extremely well and is able to be easily understood.  | Essay has an introduction with thesis statement, at least two body paragraphs, and a conclusion. Body paragraphs have a topic sentence and are focused on the issue. and is able to be understood.  | Essay has an introduction with thesis statement, at least two body paragraphs, and a conclusion. Body paragraphs have topic sentences and are somewhat focused on the issue. Process is explained somewhat and may or may not be clearly understood.  | Essay lacks introduction with thesis statement, at least two body paragraphs, and a conclusion. Process is not explained clearly and is difficult to understand.  |
| Topic Development  | The writer develops the process and essay in a way which is smooth and creates a pleasant experience for the reader. The writer uses extremely literary language to engage. A consistent mood and tone are apparent. | The writer develops the process and essay in a way which is smooth. There is an attempt to use literary language and mood to engage. Would benefit from more. | The writer develops the process and essay in a way which might be somewhat choppy. The attempt at literary technique is weak. More literary language is needed. Tone and mood are not apparent. | The essay lacks development of ideas and is choppy. The writer does not attempt any literary language or mood/tone creation.  |
| Audience/Voice/ Purpose  | The writer writes for a specific intended audience with a specific purpose in mind. The writer clearly defines any terms that the intended audience may not be familiar with. Engaging and clear voice. | The writer writes for an audience and with a purpose. The writer defines terms which may not be understood. Voice is consistent but not engaging. | The writer's intended audience and purpose are unclear. Terms which may not be understood may or may not be defined. Voice is apparent at times but is inconsistent. | The writer does not write for an intended audience or with an intended purpose. Terms are not defined. No sense of voice. |
| Mechanics  | Writer consistently uses educated English with little or no errors in mechanics.  | Writer consistently uses educated English with an occasional error  | Writer consistently uses educated English but marred by consistent mechanical errors  | Writer uses educated English, but errors make the writing very difficult to comprehend.  |
| Creativity  | The essay is not only informative, but extremely creative and written in a way which is interesting to read and/or listen to. The essay demonstrates a great level of original thought from the writer.  | The essay is creative as well as informative, and is pleasant to read and/or listen to. The essay demonstrates original thought from the writer.  | The essay is somewhat creative and pleasant to read and/or listen to. The essay somewhat demonstrates original thought.  | The essay lacks original thought and creativity. The essay lacks original thought.  |