

Classification/Division Scoring Guide

	4	3	2	1
Organization	The writing begins with a clear and concise thesis/claim that clearly and effectively presents a classification and/or division purpose. The body provides support for this statement with evidence and logic. The support is effectively organized. Strong and varied transitions are used throughout.	The writing contains a thesis/claim that presents a classification and/or division purpose. The body provides support for this statement with evidence and logic. The support is organized. Effective transitions are used throughout.	The writing contains a thesis/claim that may not clearly present a classification and/or division purpose. The body provides inconsistent support for this statement.	The writing lacks any real organization, and it may also lack a statement of classification or division. Transitions may be used inconsistently or may be lacking
Elements of Classification/Division Writing	Categories and examples are well-chosen, relevant and clearly support the thesis.	Categories and examples are relevant and support the thesis.	Categories and examples may not be clearly relevant or support the thesis.	The classification and/or division techniques may be limited, and the evidence may be undeveloped or hard to follow. More support is needed.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling	Errors in mechanics, usage, grammar, or spelling interfere with the audience's understanding of the process.	Serious and numerous errors in mechanics, usage, grammar, or spelling make understand the essay very difficult.
Style (Voice/Word Choice)	The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer demonstrates deep commitment to the topic. The writing is expressive, engaging, or sincere. Word choice is consistently precise and impactful.	A voice is present. The writer seems committed to the topic, and there may be a sense of "writing to be read." In places, the writing is expressive, engaging, or sincere.	The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is at time either inappropriate or ineffective. Many words are imprecise, redundant, or confusing.	The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. Word choices are mostly imprecise, redundant, or confusing.
Sentence Fluency	The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.	The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading.	The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread.	The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread.