

**1. The Shepherd Hill student writes effectively – expressing ideas using conventional standard written English**

	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Working Toward Expectation</b>	<b>Below Expectation</b>
<b>Purpose</b>	Writing consistently establishes and maintains a thorough understanding of concepts and assignment. Consistently uses appropriate tone and language to address target audience.	Writing adequately establishes and demonstrates a proficient/good understanding of concepts and assignment. Frequently uses appropriate tone and language to address target audience.	Writing demonstrates a minimal understanding of concepts and assignment. Occasionally uses appropriate tone and language to address target audience.	Writing omits purpose and lacks understanding of concepts and assignments. Rarely uses appropriate tone and language to address target audience.
<b>Content</b>	Contains extensive and relevant details with examples to support topic. Consistently uses discipline-specific vocabulary correctly and effectively.	Contains sufficient and effective details with examples to support topic. Frequently uses discipline-specific vocabulary correctly and effectively.	Contains few details or examples to support topic. Occasionally uses discipline-specific vocabulary correctly and effectively.	Lacks relevant details and examples to support topic. Rarely uses discipline-specific vocabulary correctly and effectively.
<b>Organization</b>	Progression of ideas is logical and transitions are evident. Introduction, body, conclusion and format are excellent.	Progression of ideas has some inconsistencies in unity and/or coherence and transitions are generally evident. Introduction, body, conclusion and format are good.	Progression of ideas has major inconsistencies in unity and/or coherence and transitions are poor. Has a weak introduction, body, conclusion, or all three. Format is fair.	Progression of ideas is difficult or impossible to follow and transitions are missing. Introduction, body, conclusion and/or format are lacking.
<b>Grammar, Usage &amp; Mechanics</b>	There are few, if any, grammatical or usage errors relative to length and complexity. Properly cites ideas of others.	There are some errors but writing is fundamentally solid and errors do not interfere with communication. Frequently cites ideas of others utilizing proper format.	Writing has many errors and errors begin to interfere with communication. Occasionally cites ideas of others using proper format.	Writing is filled with errors and errors are so frequent and severe that they interfere with communication. Does not cite ideas of others properly.
<b>Comments</b>				

Proficiency is attained at the “meets expectation” level.