**Writing a Research-Based Informative Essay about the Benefits of Humor**

| **Descriptors** | **1 - Beginning** | **2 - Approaching** | **3 - Developing** | **4 - Capable** | **5 - Experienced** | **6 - Exceptional** |
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| **Ideas**  **(20%)**  Focus on a strong central idea, a clear purpose, and an understanding of audience | Underdeveloped ideas lacking focus, little supporting evidence, and details that are inappropriate to the prompt, task, purpose, and audience | Suggestion of a controlling idea; demonstration of minimal understanding of the prompt, purpose, and audience; and completion of few parts of the task | Briefly developed ideas with inconsistent or insufficient use of supporting details with limits in appropriateness to the prompt, task, purpose, and audience | Adequately developed ideas with sufficient use of relevant supporting evidence and details that are somewhat appropriate to the prompt, task, purpose, and audience | Clearly developed ideas with sufficient use of relevant supporting evidence and details that are largely appropriate to the prompt, task, purpose, and audience | Well-developed ideas using a wide variety of relevant supporting evidence and concrete details that are appropriate to the prompt, task, purpose, and audience |
| **Organization**  **(20%)**  A unified structure, effective organization, and strong transitions | No paragraph structure or cohesion, an unclear introduction and/or conclusion, and no transitions | Little paragraph structure and cohesiveness, a poor introduction, a poor conclusion, and few transitions | Some elements of structure with limited coherence, an introduction, a conclusion, and inconsistent transitions | A generally cohesive structure with a clear introduction and conclusion and some use of transitions | A mostly cohesive structure that is fairly easy for the reader to follow, a good introduction, and a conclusion with consistent and varied transitions | A cohesive structure that is easy for the reader to follow, an engaging introduction, a strong conclusion, and strong, effective transitions |
| **Voice and Word Choice**  **(20%)**  A unique perspective with ideas and details to appeal to the audience , and precise, rich language that expresses ideas and engages the reader | Writing that shows no personality, a lack of understanding of style, vague language with general and repetitive words, and no use of specific words or academic vocabulary | Writing that shows unclear and inconsistent personality, an inappropriate style, uninteresting language, no variation in word choice, and infrequent use of specific words and academic vocabulary | Writing that shows little personality; a style that is not well suited to the purpose, and ordinary language with insufficient variety and some use of specific words and academic vocabulary | Writing that shows limited personality, a style that is appropriate to the topic, interesting language with some variation of words, and adequate use of specific words and academic vocabulary | Writing that shows personality, a style that is well matched to the topic, lively language with a variety of engaging words, and good use of specific words and academic vocabulary | Writing that shows a distinct personality, a style that is very well matched to the topic, precise language with a variety of powerful and engaging words, and excellent use of specific words and academic vocabulary |
| **Sentence Fluency**  **(20%)**  Rhythmic and flowing language, and varied sentences | Simple, incomplete, or incorrect sentences, and little or no structure | Sentences that are too simple or incomplete, and choppy writing Emerging | Varied or simple sentences that still need better flow, variation, and structure | Easy-to-follow sentences with some variation in length and structure | Clear, natural, and flowing sentences with good variation in length and structure | Extremely clear, natural, and flowing sentences, and strong variation in length and structure |
| **Conventions**  **(20%)**  Mechanical and grammatical accuracy | Severe errors in grammar, mechanics, punctuation, and spelling that make the writing unclear | Consistent errors in grammar, mechanics, punctuation, and spelling that significantly interfere with the writing | Errors in grammar, mechanics, punctuation, and spelling that cause confusion | Some errors in grammar, mechanics, punctuation, and spelling that do not significantly affect the writing | A few errors in grammar, mechanics, punctuation, and spelling that do not significantly affect the writing | Few or no errors in grammar, mechanics, punctuation, and spelling |