

### REPORT DIRECTIONS

	<b>EXCEPTIONAL</b>	<b>ADEQUATE</b>	<b>LIMITED</b>	<b>MINIMAL</b>
<b>INFORMATION</b>	Substantial amounts of specific, concrete, relevant information, including interesting anecdotes and pertinent details. Information is presented clearly and coherently.	Information provided but usually more general than specific. Facts present may not always be relevant. Fewer interesting anecdotes. Information is presented less clearly and coherently than in the exceptional work	Brief and poorly organized information indicating very limited understanding of the topic or of reporting information about the topic. Few relevant or interesting details.	Little, badly organized or incoherent information. Although related to the topic, it reveals little evidence that the student understands the topic or how to report about it.
<b>ORGANIZATION</b>	Paper has a clear, organized introduction with a thesis that presents the author's "persona" well-organized body paragraphs that follow each other logically; and a conclusion that brings closure to the paper.	Paper has an introduction, body paragraphs, and conclusions, but organization of paragraphs and the presentation of ideas are less logical or coherent than the exceptional work.	Paper's organization of paragraphs and/or the presentation of ideas are difficult to follow.	No sense of organization.
<b>STYLE</b>	The student writer's voice is distinctly present; writer uses precise, vivid word choice, interesting expressions and images, a variety of sentence patterns and constructions, and effective and well chosen quotations. The writer's thoughts are clearly stated.	The writer has made a clear attempt to use precise language and sentence variety, but with less success than in the exceptional work. Quotations are present but less effective. Writer's voice is usually present. Ideas are usually clearly stated.	Language is often vague and imprecise. Bland words and expressions appear frequently. Sentence patterns contain little variation. Quotations are few. Writer's voice is rarely heard. Ideas are often unclear.	Vague, imprecise language dominates. Paper is filled with bland words and expressions. No attempt at sentence variety. Quotations and writer's voice are noticeable absent. Ideas are stated incoherently.
<b>MECHANICS</b>	The paper contains no errors in spelling, capitalization, or punctuation. The paper contains no run-ons, comma splices, or fragments.	The paper contains few errors in spelling, punctuation, or capitalization. One or two run ons, comma splices, or fragments may be present.	The paper contains several errors in spelling, punctuation, or capitalization. Fragments, run-ons, and comma splices appear occasionally.	Paper shows a significant lack of attention to correct use of punctuation, spelling, or capitalization. Fragments, run-ons, and comma splices appear with disturbing frequency.
<b>INTEREST</b>	The paper reveals enthusiasm for the subject and authority in communicating. The subject "comes alive" for the reader.	The paper reveals interest in the subject but reflects less authority than the exceptional work.	The paper reveals limited interest or enthusiasm in the subject, less authority than the adequate work.	The paper reveals little or no interest or enthusiasm in the subject.