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| Scoring Elements | **Not Yet****1** | **Approaches Expectations****2** | **Meets Expectations****3** | **Advanced****4** |
| **Focus** | Attempts to address prompt, but lacks focus or is off-task. | 1.5 | Addresses prompt appropriately and establishes a position, butfocus is uneven. *D. Addresses additional demands superficially.* | 2.5 | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. *D: Addresses additional**demands sufficiently* | 3.5 | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. *D: Addresses additional demands with thoroughness and makes a connection to claim.* |
| **Controlling****Idea** | Attempts to establish a claim,but lacks a clear purpose. |  | Establishes a claim. |  | Establishes a credible claim. |  | Establishes and maintains a substantive and credible claim or proposal. |
| DEMANDS | D1. Makes minimal/no mention of competing views. |  | D1. Makes a weak or unclear acknowledgement/refutation of competing views. |  | D1. Clearly acknowledges/ refutes competing views. |  | D1. Acknowledges/refutes competing views fairly and thoroughly. |
| STANDARDS | CCSS.ELA-LITERACY.W.8.1.AIntroduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |  | CCSS.ELA-LITERACY.W.9-10.1.AIntroduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| **Reading/****Research** | Attempts to reference reading materials to develop response,but lacks connections or relevance to the purpose of the prompt. |  | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. |  | Accurately presents details fromreading materials relevant to the purpose of the prompt to develop argument or claim. |  | Accurately and effectively presentsimportant details from reading materials to develop argument or claim. |
| DEMANDS | D4. Makes minimal/ no mention of the origin credibility and origin of sources in view of the research topic.D8. Makes no attempt at bibliography, citations, references, endnotes. |  | D4. Makes a weak or unclear attempt to address the credibility and origin of sources in view of the research topic.D8.Attempts to Include (e.g.)bibliography, citations, references, endnotes. |  | D4. Addresses the credibility and origin of sources in view of research topic.D8. Includes (e.g.) bibliography, citations, references, endnotes. |  | D4. Thoroughly addresses the credibility and origin of sources in view of research topic.D8. Includes (e.g.) bibliography, citations, references, endnotes. |
| STANDARDS | CCSS.ELA-LITERACY.W.8.8Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.CCSS.ELA-LITERACY.W.8.9Draw evidence from literary or informational texts to support analysis, reflection, and research. |  | CCSS.ELA-LITERACY.W.9-10.8Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.CCSS.ELA-LITERACY.W.9-10.9Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Development** | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. |  | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. |  | Presents appropriate and sufficientdetails to support and develop thefocus, controlling idea, or claim. |  | Presents thorough and detailedinformation to effectively support and develop the focus, controlling idea, or claim. |
| DEMANDS | D2. Gives minimal/no examples from past or current events/issues to clarify the writer’s position. |  | D2. Attempts to give examples from past or current events/issues. Examples may be weak or unclear. |  | D2. Gives sufficient examples from past or current events/issues to illustrate and clarify the writer’s position. |  | D2. Makes clarifying connections that illuminates argument and adds depth to reasoning to illustrate position with examples from past/current events. |
| STANDARDS | CCSS.ELA-LITERACY.W.8.1.BSupport claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.CCSS.ELA-LITERACY.W.8.1.EProvide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-LITERACY.RI.8.1Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |  | CCSS.ELA-LITERACY.W.9-10.1.BDevelop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.CCSS.ELA-LITERACY.W.9-10.1.EProvide a concluding statement or section that follows from and supports the argument presented.CCSS.ELA-LITERACY.RI.9-10.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Organization** | Attempts to organize ideas, butlacks control of structure. |  | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses instructure and/or coherence. |  | Maintains an appropriateorganizational structure to addressspecific requirements of the prompt.Structure reveals the reasoning andlogic of the argument. |  | Maintains an organizational structure that intentionally and effectively enhances thepresentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| DEMANDS | D7. Makes minimal/no attempt to use \_\_techniques to clearly convey multiple storylines. |  | D7. Attempts to use \_\_techniques to clearly convey multiple storylines. |  | D7. Uses \_\_techniques to clearly convey multiple storylines. |  | D7. Skillfully uses \_\_techniques to convey multiple storylines. |
| STANDARDS | CCSS.ELA-LITERACY.W.8.1.AIntroduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and ***organize the reasons and evidence logically.*** |  | CCSS.ELA-LITERACY.W.9-10.1.AIntroduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and ***create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.*** |
| **Conventions** | Attempts to demonstratestandard English conventions,but lacks cohesion and controlof grammar, usage, andmechanics. Sources are usedwithout citation. |  | Demonstrates an unevencommand of standard Englishconventions and cohesion.Uses language and tone withsome inaccurate, inappropriate,or uneven features. Inconsistently cites sources. |  | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to theaudience, purpose, and specificrequirements of the prompt. Cites sources using appropriate format with only minor errors. |  | Demonstrates and maintains a well developed command of standard Englishconventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources usingappropriate format. |
| DEMANDS | D6. Makes minimal/no attempt to use stylistic devices to enhance the writing. |  | D6. Attempts to use stylistic devices to develop the writing. |  | D6. Uses stylistic devices to develop the writing. |  | D6. Skillfully uses stylistic devices to enhance the writing. |
| STANDARDS | CCSS.ELA-LITERACY.W.8.1.CUse words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.CCSS.ELA-LITERACY.W.8.1.DEstablish and maintain a formal style. |  | CCSS.ELA-LITERACY.W.9-10.1.CUse words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.CCSS.ELA-LITERACY.W.9-10.1.DEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| **Content Understanding** | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant,inappropriate, or inaccurate. |  | Briefly notes disciplinary contentrelevant to the prompt; showsbasic or uneven understandingof content; minor errors in explanation. |  | Accurately presents disciplinarycontent relevant to the prompt with sufficient explanations thatdemonstrate understanding. |  | Integrates relevant and accuratedisciplinary content with thoroughexplanations that demonstrate in-depth understanding. |
| DEMANDS | D3. Makes minimal/no attempt to draw conclusions/implications, but conclusions may be weak or inaccurate.D5. Makes minimal/no attempt to identify any gaps or unanswered questions. |  | D3. Attempts to draw conclusions/ implications, but may be unclear.D5. Attempts to identify gaps or unanswered questions—Some areas may still be unclear. |  | D3. Draws conclusions/implications.D5. Identifies any gaps or unanswered questions. |  | D3. Enhances argument by drawing conclusions/implications.D5. Identifies any gaps or unanswered questions to enhance content understanding. |
| STANDARDS | \*Content standards focused on in task should be inserted. |  | \*Content standards focused on in task should be inserted. |  | \*Content standards focused on in task should be inserted. |