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| Scoring Elements | **Not Yet** |  | **Approaches Expectations** |  | **Meets Expectations** |  | **Advanced** |
|  | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| **Focus** | Attempts to address prompt, but lacks focus or is off-task. |  | Addresses prompt appropriately, but with a weak or uneven focus.D. Addresses additional demands superficially. |  | Addresses prompt appropriately and maintains a clear, steady focus. D. Addresses additional demands sufficiently. |  | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D. Addresses additional demands with thoroughness and makes a connection to a claim. |
| **Controlling Idea** | Attempts to establish a controlling idea, but lacks a clear purpose. |  | Establishes a controlling idea with a general purpose.  |  | Establishes a controlling idea with a clear purpose maintained throughout the response.  |  | Establishes a strong controlling idea with a clear purpose maintained throughout the response.  |
| STANDARDS | CCSS.ELA-LITERACY.W.8.2Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.CCSS.ELA-LITERACY.W.8.2.AIntroduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |  | CCSS.ELA-LITERACY.W.9-10.2Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.CCSS.ELA-LITERACY.W.9-10.2.AIntroduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| **Reading/ Research** | Attempts to present information in response to the prompt, 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.  |  | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.  |  | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.  |
| DEMANDS | D4. Makes minimal/no mention of the credibility and origin of sources in view of the research topic. |  | D4. Makes a weak or unclear attempt to address the credibility and origin o sources in view of the research topic. |  | D4. Addresses the credibility and origins of sources in view of the research topic. |  | D4. Thoroughly addresses the credibility and origin of sources in view of the research topic. |
| 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, including retelling, but lacks sufficient development or relevancy.  |  | Presents appropriate details to support the focus and controlling idea.  |  | Presents appropriate and sufficient details to support the focus and controlling idea.  |  | Presents thorough and detailed information to strongly support the focus and controlling idea.  |
| 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 illuminate the argument and add depth to reasoning to illustrate the position with examples from past/current events. |
| STANDARDS | . CCSS.ELA-LITERACY.W.8.2.BDevelop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.CCSS.ELA-LITERACY.W.8.2.FProvide a concluding statement or section that follows from and supports the information or explanation presented. |  | CCSS.ELA-LITERACY.W.9-10.2.BDevelop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.CCSS.ELA-LITERACY.W.9-10.2.FProvide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **Organization** | Attempts to organize ideas, but lacks control of structure. |  | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure |  | Maintains an appropriate organizational structure to address the specific requirements of the prompt. |  | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| 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.8.2Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.CCSS.ELA-LITERACY.W.8.2.AIntroduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.CCSS.ELA-LITERACY.W.8.4Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  CCSS.ELA-LITERACY.W.9-10.2Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.CCSS.ELA-LITERACY.W.9-10.2.AIntroduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.CCSS.ELA-LITERACY.W.9-10.4Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| **Conventions** | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some 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 the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. |  | Demonstrates and maintains a well-developed command of standard English conventions 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 using an appropriate format. |
| DEMANDS | D6. Makes minimal/no attempt to use stylistic devices to enhance the writing.D8. Makes minimal/no attempt to include bibliography, citations, references, endnotes. |  | D6. Attempts to use stylistic devices to develop the writing.D8. Attempts to include (e.g.) bibliography, citations, references, endnotes. |  | D6. Uses stylistic devices to develop the writing.D8. Includes (e.g.) bibliography, citations, references, endnotes. |  | D6. Skillfully uses stylistic devices to enhance the writing.D8. Skillfully includes (e.g.) bibliography, citations, references, endnotes. |
| STANDARDS | CCSS.ELA-LITERACY.W.8.2.CUse appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.CCSS.ELA-LITERACY.W.8.2.DUse precise language and domain-specific vocabulary to inform about or explain the topic.CCSS.ELA-LITERACY.W.8.2.EEstablish and maintain a formal style. |  | CCSS.ELA-LITERACY.W.9-10.2.CUse appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.CCSS.ELA-LITERACY.W.9-10.2.DUse precise language and domain-specific vocabulary to manage the complexity of the topic.CCSS.ELA-LITERACY.W.9-10.2.EEstablish 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 explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |
| DEMANDS | D3. Makes minimal/no attempt to draw conclusions/ implications, but conclusions may be weak or inaccurate.D5. Makes 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. |