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| **Criterion** | **5 – Advanced**  **(Above Grade Level)** | **4 – Proficient**  **(At Grade Level)** | **3 - Basic** | **2 - Below Basic** | **1 - Far Below Basic** |
| **Focus**  CCSS-W:  2a and 4 | 1. Insightfully addresses all aspects of the prompt  2. Introduces topic(s) in a sophisticated thesis statement | 1. Competently addresses all aspects of the prompt  2. Introduces topic(s) in a clear thesis statement | 1. Superficially addresses all aspects of the prompt  2. Introduces topic(s) in a thesis statement | 1. Partially addresses all aspects of the prompt  2. Introduces superficial or flawed topic(s) in a weak thesis statement | 1. Minimally addresses all aspects of the prompt  2. Fails to introduces a relevant topic(s) and/or lacks a thesis statement |
| **Organization/**  **Structure**  CCSS –W:  2a, 2c, 2f, and 4 | 1. Skillfully orients reader to topic(s) in  introduction  2. Thoroughly develops complex topic(s) with relevant body paragraphs  3. Provides a meaningful and reflective conclusion that follows from and  supports information or explanation  presented, articulating significance of the topic  4. Creates cohesion and clarifies relationships through skillful use of  transition/linking words, phrases, and  clauses within or between paragraphs  and sections  5. Purposefully and logically uses a  variety of techniques (e.g., headings,  charts) to organize ideas, concepts, and information to aid comprehension | 1. Orients reader to topic(s) in  introduction  2. Develops complex topic(s) with relevant body paragraphs  3. Provides a conclusion that  follows from and supports information or explanation, presented, articulating  significance of the topic  4. Creates cohesion and clarifies  relationships through  transition/linking words, phrases, and clauses within or  between paragraphs and sections  5. Uses a variety of techniques  (e.g., headings, charts) to organize ideas, concepts, and  information to aid  comprehension | 1. Partially orients reader to topic(s) in introduction  2. Superficially develops topic(s)  with relevant body paragraphs  3. Provides a conclusion which  repetitively or partially follows  from and supports information  or explanation presented,  articulating superficial  significance of the topic  4. Creates some cohesion and  clarifies relationships through  transition/linking words,  phrases, and clauses within or  between paragraphs and sections  5. Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid  comprehension | 1. Partially orients reader to  topic(s) in introduction  2.Superficially develops topic(s)  with relevant body paragraphs  3. Provides a conclusion which  repetitively or partially follows  from and supports information or explanation presented,  articulating superficial  significance of the topic  4. Creates some cohesion and  clarifies relationships through  transition/linking words, phrases, and clauses within or  between paragraphs and sections  5. Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid  comprehension | 1. Fails to orient reader to topic(s)  in introduction or introduction is  missing  2. Fails to develop topic(s) with  body paragraphs  3. Provides an inadequate  conclusion or omits conclusion  4. Uses few to no  transition/linking words, phrases, or clauses  5. Includes little or no discernible organization of ideas |
| **Development**  CCSS -W:  2, 2b and 9 | 1. Skillfully develops the topic using  well-chosen facts, definitions, concrete  details, quotes, and other information  and examples that are pertinent and  substantial  2. Effectively integrates and cites  credible sources\*  3. Shows insightful understanding of  topic or text | 1. Provides sufficient and relevant  evidence to develop the topic appropriate to audience  2. Competently integrates and cites  credible sources\*  3. Shows competent understanding of topic or text | 1. Provides limited and/or superficial evidence to develop  the topic appropriate to audience  2. Ineffectively integrates and cites  sources\*  3. Shows superficial understanding  of topic or text | 1. Provides minimal and/or irrelevant evidence to develop  the topic appropriate to audience  2. Incorrectly integrates or cites  sources\*  3. Shows limited or flawed understanding of topic or text | 1. Provides inaccurate, little, or no evidence to support topic  2. Does not use or cite sources\*  3. Shows no and/or inaccurate understanding of topic or text |
| **Language**  CCSS –L\*\*:  1, 2, 2c, and 3a  CCSS-W:  4 | 1. Uses purposeful and varied sentence  structure  2. Contains minimal to no errors in  conventions(grammar, punctuation,  spelling, capitalization)  3. Strategically uses academic and  domain-specific vocabulary clearly  appropriate for the audience and purpose | 1. Uses correct and varied sentence  structure  2. Contains few, minor errors in  conventions  3. Competently uses academic and  domain-specific vocabulary clearly appropriate for the  audience and purpose | 1. Uses mostly correct and some varied sentence structure  2. Contains some errors in conventions which may cause  confusion  3. Usually uses academic and  domain-specific vocabulary clearly appropriate for the  audience and purpose | 1. Uses limited and/or repetitive sentence structure  2. Contains numerous errors in conventions which cause  confusion  3. Inadequately uses academic  and domain-specific  vocabulary clearly appropriate  for the audience and purpose | 1. Lacks sentence mastery (e.g.,  fragments/run-ons)  2. Contains serious and pervasive  errors in conventions  3. Fails to use academic and  domain-specific vocabulary  clearly appropriate for the audience and purpose |

\*if applicable

\*\*please refer to CCSS Language Progressive Skills, by grade.