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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 prompt2. Introduces topic(s) in a sophisticated thesis statement | 1. Competently addresses all aspects of the prompt2. Introduces topic(s) in a clear thesis statement | 1. Superficially addresses all aspects of the prompt2. Introduces topic(s) in a thesis statement | 1. Partially addresses all aspects of the prompt2. Introduces superficial or flawed topic(s) in a weak thesis statement | 1. Minimally addresses all aspects of the prompt2. 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) inintroduction2. Thoroughly develops complex topic(s) with relevant body paragraphs3. Provides a meaningful and reflective conclusion that follows from andsupports information or explanationpresented, articulating significance of the topic4. Creates cohesion and clarifies relationships through skillful use oftransition/linking words, phrases, andclauses within or between paragraphsand sections5. Purposefully and logically uses avariety of techniques (e.g., headings,charts) to organize ideas, concepts, and information to aid comprehension | 1. Orients reader to topic(s) inintroduction2. Develops complex topic(s) with relevant body paragraphs3. Provides a conclusion thatfollows from and supports information or explanation, presented, articulatingsignificance of the topic4. Creates cohesion and clarifiesrelationships throughtransition/linking words, phrases, and clauses within orbetween paragraphs and sections5. Uses a variety of techniques(e.g., headings, charts) to organize ideas, concepts, andinformation to aidcomprehension | 1. Partially orients reader to topic(s) in introduction2. Superficially develops topic(s)with relevant body paragraphs3. Provides a conclusion whichrepetitively or partially followsfrom and supports informationor explanation presented,articulating superficialsignificance of the topic4. Creates some cohesion andclarifies relationships throughtransition/linking words,phrases, and clauses within orbetween paragraphs and sections5. Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aidcomprehension | 1. Partially orients reader totopic(s) in introduction2.Superficially develops topic(s)with relevant body paragraphs3. Provides a conclusion whichrepetitively or partially followsfrom and supports information or explanation presented,articulating superficialsignificance of the topic4. Creates some cohesion andclarifies relationships throughtransition/linking words, phrases, and clauses within orbetween paragraphs and sections5. Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aidcomprehension | 1. Fails to orient reader to topic(s)in introduction or introduction ismissing2. Fails to develop topic(s) withbody paragraphs3. Provides an inadequateconclusion or omits conclusion4. Uses few to notransition/linking words, phrases, or clauses5. Includes little or no discernible organization of ideas |
| **Development**CCSS -W: 2, 2b and 9 | 1. Skillfully develops the topic usingwell-chosen facts, definitions, concretedetails, quotes, and other informationand examples that are pertinent andsubstantial2. Effectively integrates and citescredible sources\*3. Shows insightful understanding oftopic or text | 1. Provides sufficient and relevantevidence to develop the topic appropriate to audience2. Competently integrates and citescredible sources\*3. Shows competent understanding of topic or text | 1. Provides limited and/or superficial evidence to developthe topic appropriate to audience2. Ineffectively integrates and citessources\*3. Shows superficial understandingof topic or text | 1. Provides minimal and/or irrelevant evidence to developthe topic appropriate to audience2. Incorrectly integrates or citessources\*3. Shows limited or flawed understanding of topic or text | 1. Provides inaccurate, little, or no evidence to support topic2. Does not use or cite sources\*3. Shows no and/or inaccurate understanding of topic or text |
| **Language**CCSS –L\*\*:1, 2, 2c, and 3aCCSS-W:4 | 1. Uses purposeful and varied sentencestructure2. Contains minimal to no errors inconventions(grammar, punctuation,spelling, capitalization)3. Strategically uses academic anddomain-specific vocabulary clearlyappropriate for the audience and purpose | 1. Uses correct and varied sentencestructure2. Contains few, minor errors inconventions3. Competently uses academic anddomain-specific vocabulary clearly appropriate for theaudience and purpose | 1. Uses mostly correct and some varied sentence structure2. Contains some errors in conventions which may causeconfusion3. Usually uses academic anddomain-specific vocabulary clearly appropriate for theaudience and purpose | 1. Uses limited and/or repetitive sentence structure2. Contains numerous errors in conventions which causeconfusion3. Inadequately uses academicand domain-specificvocabulary clearly appropriatefor the audience and purpose | 1. Lacks sentence mastery (e.g.,fragments/run-ons)2. Contains serious and pervasiveerrors in conventions3. Fails to use academic anddomain-specific vocabularyclearly appropriate for the audience and purpose |

\*if applicable

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