

| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|--|---|---|--|---|---|
| CLAIM (Central Idea) | Does not provide a claim. Does not state alternate ideas when it is appropriate for the task or prompt. | Provides a claim that is unrelated to the prompt and does not answer the question. If appropriate for the task or prompt, expresses an alternate idea but is not related to the topic and/or prompt. | Provides a claim that is related to the prompt, but does not answer it. If appropriate for the task or prompt, expresses an alternate idea but is unclear into how it connects to the topic. | Provides a claim that can be explained and answers the prompt. If appropriate for the task or prompt, states alternate ideas. | Provides a compelling claim that can be clearly explained and answers the prompt. If appropriate for the task or prompt, acknowledges alternate ideas clearly and explicitly. |
| REASON (Support for Central Idea) | Does not include ideas or concepts (reasons) to support the claim. | Includes ideas or concepts (reasons) but the reasons do not support the claim and/or are unclear. | Includes ideas or concepts (reasons) that support the claim but does not refer back to all of reasons. | <p>Informs the reader with ideas or concepts (reasons) that support the claim.</p> <p>Refers back to all reasons but some reasons are not fully explained.</p> | <p>Informs the reader with ideas or concepts (reasons) that effectively support the claim to further develop the writing.</p> <p>Refers back to and fully explains all reasons.</p> |
| EVIDENCE (Facts and Details) | Does not include extended definitions, facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic to develop the topic. | Provides very few extended definitions, facts, concrete details, quotations, or other information and examples from the text appropriate to the audience's knowledge of the topic to develop the topic. The information provided is irrelevant. | Provides some extended definitions, facts, concrete details, quotations or other information and examples from the text appropriate to the audience's knowledge of the topic to develop the topic, but not all of the information is relevant or sufficient. | Provides extended definitions, facts, concrete details, quotations or other information and examples from the text appropriate to the audience's knowledge of the topic to develop the topic (claim). | Provides significant extended definitions, facts, concrete details, quotations or other information and examples from the text appropriate to the audience's knowledge of the topic that fully develop and explain the topic (claim). |
| REASONING (Explanation & Analysis) | <p>Does not include an explanation into how the examples and/or facts (evidence) support the ideas (reasons) and overall topic (claim).</p> <p>Does not include evidence of a basic understanding of the topic or text.</p> | <p>Explanations do not accurately include how the examples and/or facts (evidence) support the ideas (reasons) and overall topic (claim).</p> <p>Limited evidence of a basic understanding of the topic or text.</p> | <p>Provides partial explanations into how the examples and/or facts (evidence) support the ideas (reasons) and overall topic (claim).</p> <p>Shows a basic understanding of the topic or text.</p> | <p>Provides explanations into how the examples and/or facts (evidence) support the ideas (reasons) and overall topic (claim).</p> <p>Shows a clear understanding of the topic.</p> | <p>Provides in depth explanations into how the examples and/or facts (evidence) support the ideas (reasons) and overall topic (claim).</p> <p>Shows a deep understanding of the text by using real life examples, explanations, and text analysis.</p> <p>Expands the readers ability to understand the text.</p> |

| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|--|--|---|---|--|---|
| ORGANIZATION | <p>Does not introduce the topic or text.</p> <p>Does not organize complex ideas, concepts, and information and each new element does not build on that which precedes it to create a unified whole.</p> <p>Does not include a conclusion.</p> <p>Does not include transitions to create cohesion and clarify relationships between complex ideas and concepts.</p> | <p>Introduction is not related to the topic or text.</p> <p>Partially organizes complex ideas, concepts, and information and builds on that which precedes it to create a unified whole but the organization has significant errors.</p> <p>Provides a conclusion, but it may not be closely related to the information presented.</p> <p>May include incorrect use of transitions that limit cohesion and clarification of complex ideas and concepts.</p> | <p>Does not introduce the topic or text clearly.</p> <p>Attempts to organize complex ideas, concepts, and information builds on that which precedes it to create a unified whole. but not always successfully.</p> <p>Provides a conclusion that repeats the claim.</p> <p>Inconsistently includes transitions to create cohesion and clarify relationships between complex ideas and concepts.</p> | <p>Introduces the topic or text clearly.</p> <p>Organizes complex ideas, concepts, and information that builds on that which precedes it to create a unified whole.</p> <p>Provides a conclusion that ties to and supports the information.</p> <p>Includes transitions to create cohesion and clarify relationships between complex ideas and concepts.</p> | <p>Introduces the topic or text clearly, grabbing the reader's attention.</p> <p>Strategically organizes complex ideas, concepts, and information to build on that which precedes it to create a unified whole that clearly and logically support the writing.</p> <p>Includes a conclusion that provides insight into the implications of the topic and further explains the significance of the topic.</p> <p>Uses appropriate and varied transitions to to create cohesion and clarify relationships between complex ideas and concepts.</p> |
| AUDIENCE APPROPRIATE LANGUAGE (STYLE) | <p>The style of the writing is not appropriate for the task, purpose, and/or audience.</p> <p>Does not include techniques such as metaphor, simile, and analogy; to convey useful information.</p> <p>Does not use grade-appropriate general academic and domain-specific vocabulary.</p> <p>Does not vary syntax for effect.</p> | <p>The style of the writing is not appropriate to task, purpose, and audience with major inconsistencies.</p> <p>Attempts to include techniques such as metaphor, simile, and analogy; to convey useful information but does so incorrectly.</p> <p>Uses minimal grade-appropriate general academic and domain-specific vocabulary, with many inaccuracies.</p> <p>Attempts to vary syntax for effect but does so incorrectly.</p> | <p>The style of the writing is mostly appropriate to task, purpose, and audience with some inconsistencies.</p> <p>Inconsistently includes techniques such as metaphor, simile, and analogy; to convey useful information.</p> <p>Uses some grade-appropriate general academic and domain-specific vocabulary, with some inaccuracies.</p> <p>Inconsistently varies syntax for effect.</p> | <p>The style of the writing is appropriate to task, purpose, and audience with minor inconsistencies.</p> <p>Includes techniques such as metaphor, simile, and analogy; to convey useful information.</p> <p>Uses grade-appropriate general academic and domain-specific vocabulary with minor inaccuracies.</p> <p>Varies syntax for effect.</p> | <p>The style of the writing is appropriate to task, purpose, and audience.</p> <p>Uses techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>Accurately uses grade-appropriate general academic and domain-specific vocabulary.</p> <p>Varies syntax for effect, consulting references as needed.</p> |
| CONVENTIONS OF ENGLISH | <p>Does not demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Many significant errors in conventions that are identified as a focus for this assignment.</p> | <p>Demonstrates little to no command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Many errors in conventions that are identified as a focus for this assignment.</p> | <p>Demonstrates a partial command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Errors in conventions that affect the overall meaning.</p> | <p>Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Some errors in conventions but they do not affect meaning.</p> | <p>Demonstrates a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Few or no errors in conventions.</p> |