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

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ORGANIZATION	Does not introduce the topic or text. Does not group related information. Does not include a conclusion. Does not include transitional words, phrases or clauses to clarify relationships between ideas.	Introduction is not related to the topic or text. Partially groups related information, but the grouping has significant errors. Provides a conclusion, but it may not be closely related to the information presented. May include incorrect use of transitional words, phrases or clauses that limit cohesion.	Does not introduce the topic or text clearly. Attempts to group related information, but not always successfully. Provides a conclusion that repeats the claim. Inconsistently includes transitional words, phrases or clauses.	Introduces the topic or text clearly. Groups all related information to support the writing. Provides a conclusion that ties to and supports the information. Includes transitional words, phrases or clauses to clarify relationships between ideas.	Introduces the topic or text clearly, grabbing the reader's attention. Strategically groups all related information to clearly and logically support the writing Includes a conclusion that provides insight into the implications of the topic and further explains the significance of the topic. Uses appropriate and varied transitional words, phrases or clauses to link sections of the text, create cohesion, and clarify relationships between ideas.
AUDIENCE APPROPRIATE LANGUAGE (STYLE)	The style of the writing is not appropriate for the task, purpose, and/or audience. Does not expand, combine, or reduce sentences for meaning, interest, or style. Does not use grade-appropriate general academic and domain-specific vocabulary.	The style of the writing is not appropriate to task, purpose, and audience with major inconsistencies. Attempts to expand, combine, or reduce sentences for meaning, interest, or style but does so incorrectly. Uses minimal grade-appropriate general academic and domain-specific vocabulary, with many inaccuracies.	The style of the writing is mostly appropriate to task, purpose, and audience with some inconsistencies. Inconsistently expands, combines, or reduces sentences for meaning, interest, and style. Uses some grade-appropriate general academic and domain-specific vocabulary, with some inaccuracies.	The style of the writing is appropriate to task, purpose, and audience with minor inconsistencies. Expands, combines, and reduces sentences. Uses grade-appropriate general academic and domain-specific vocabulary with minor inaccuracies.	The style of the writing is appropriate to task, purpose, and audience. Expands, combines, and reduces sentences to enhance meaning, interest, and style. Accurately uses grade-appropriate general academic and domain-specific vocabulary.
CONVENTIONS OF ENGLISH	Does not demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Many significant errors in conventions that are identified as a focus for this assignment.	Demonstrates little to no command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Many errors in conventions that are identified as a focus for this assignment.	Demonstrates a partial command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Errors in conventions that affect the overall meaning.	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Some errors in conventions but they do not affect meaning.	Demonstrates a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Few or no errors in conventions.