

|  | LEVEL 1   | LEVEL 2  | LEVEL 3   | LEVEL 4  | LEVEL 5   |
|--|---|--|---|--|---|
| <b>CLAIM</b><br>(Central Idea)               | Does not provide a claim.<br><br>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.<br><br>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.<br><br>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.<br><br>If appropriate for the task or prompt, states alternate ideas.   | Provides a compelling claim that can be clearly explained and answers the prompt.<br><br>If appropriate for the task or prompt, acknowledges alternate ideas clearly and explicitly.  |
| <b>REASON</b><br>(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>   |
| <b>EVIDENCE</b><br>(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).  |
| <b>REASONING</b><br>(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  |
|--|---|--|--|--|--|
| <b>ORGANIZATION</b>                          | <p>Does not introduce the topic or text.</p> <p>Does not organize ideas, concepts, or information.</p> <p>Does not include a conclusion.</p> <p>Does not include transitions to clarify relationships between ideas.</p>  | <p>Introduction is not related to the topic or text.</p> <p>Partially organizes ideas, concepts, or information 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.</p>                                    | <p>Does not introduce the topic or text clearly.</p> <p>Attempts to organize ideas, concepts, or information but not always successfully.</p> <p>Provides a conclusion that repeats the claim.</p> <p>Inconsistently includes transitions.</p>   | <p>Introduces the topic or text clearly.</p> <p>Organizes ideas, concepts, or information to support the writing.</p> <p>Provides a conclusion that ties to and supports the information.</p> <p>Includes transitions to clarify relationships between ideas.</p>  | <p>Introduces the topic or text clearly, grabbing the reader's attention.</p> <p>Strategically organizes ideas, concepts, or information to 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 link sections of the text, create cohesion, and clarify relationships between ideas.</p> |
| <b>AUDIENCE APPROPRIATE LANGUAGE (STYLE)</b> | <p>The style of the writing is not appropriate for the task, purpose, and/or audience.</p> <p>Does not use verbs in the active and passive voice and/or in the conditional and subjunctive correctly and does not yet achieve a particular effect.</p> <p>Does not use grade-appropriate general academic and domain-specific vocabulary.</p> | <p>The style of the writing is not appropriate to task, purpose, and audience with major inconsistencies.</p> <p>Attempts to use verbs in the active and passive voice and/or in the conditional and subjunctive correctly but does so incorrectly.</p> <p>Uses minimal grade-appropriate general academic and domain-specific vocabulary, with many inaccuracies.</p> | <p>The style of the writing is mostly appropriate to task, purpose, and audience with some inconsistencies.</p> <p>Inconsistently uses verbs in the active and passive voice and/or in the conditional and subjunctive mood.</p> <p>Uses some grade-appropriate general academic and domain-specific vocabulary, with some inaccuracies.</p> | <p>The style of the writing is appropriate to task, purpose, and audience with minor inconsistencies.</p> <p>Uses verbs in the active and passive voice and/or in the conditional and subjunctive mood.</p> <p>Uses grade-appropriate general academic and domain-specific vocabulary with minor inaccuracies.</p> | <p>The style of the writing is appropriate to task, purpose, and audience.</p> <p>Uses verbs in the active and passive voice and/or in the conditional and subjunctive mood to achieve particular effects.</p> <p>Accurately uses grade-appropriate general academic and domain-specific vocabulary.</p>   |
| <b>CONVENTIONS OF ENGLISH</b>                | <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>   |