

Criterion	5 – Above Grade Level	4 – At Grade Level	3 – Approaching Grade Level	2 - Below Grade Level	1 - Far Below Grade Level
Focus/ Claim CCSS – W: > 1a, b, d > 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful and precise claim in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise claim in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces superficial claim in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces underdeveloped or flawed claim in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Does not introduce a relevant claim and/or lacks a thesis statement
Organization/ Structure CCSS – W: > 1a > 1b > 1c > 1e > 4	<ul style="list-style-type: none"> Skillfully orients reader to topic in introduction Creates seamless cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs Includes strategic and logical progression of ideas from beginning to end with relevant body paragraphs Provides a meaningful and reflective conclusion which follows from and supports claim(s) 	<ul style="list-style-type: none"> Orients reader to topic in introduction Creates strong cohesion through linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) 	<ul style="list-style-type: none"> Superficially orients reader to topic in introduction Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) 	<ul style="list-style-type: none"> Inadequately orients reader to topic in introduction Uses limited and/or ineffective linking words, phrases, or clauses Includes illogical progression of ideas from beginning to end with minimal body paragraphs Provides an inadequate and/or off-topic conclusion 	<ul style="list-style-type: none"> Does not orient reader to topic in introduction or introduction is missing Uses few to no linking words, phrases, or clauses Includes no discernible organization of ideas in body paragraphs Omits conclusion
Evidence CCSS – W: > 1b > 2b > 8 > 9	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Seamlessly and effectively integrates and cites credible sources and/or textual evidence 	<ul style="list-style-type: none"> Provides thorough and credible evidence that supports the claim(s) Competently integrates the evidence from source(s) 	<ul style="list-style-type: none"> Provides adequate and/or mostly credible that supports the claim(s) Inconsistently integrates the evidence from source(s) 	<ul style="list-style-type: none"> Provides insufficient evidence from source(s) that may lack credibility Ineffectively integrates the evidence from source(s) 	<ul style="list-style-type: none"> Provides inaccurate or no evidence Does not use or cite sources and/or text evidence
Analysis CCSS – W: > 1b > 9	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim(s) Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim(s) Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic/text Uses some valid reasoning to connect evidence with claim(s) Minimally refutes counter-claim(s) 	<ul style="list-style-type: none"> Shows limited understanding and/or flawed understanding of topic/text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Shows no understanding of topic/text Reasoning is missing or does not connect evidence with claim(s) Does not acknowledge alternate or opposing claim(s)
Language CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic language and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic language and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic language and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic language and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Does not use academic language and domain-specific vocabulary clearly appropriate for the audience and purpose
Format CCSS – W 8	(If applicable) Student avoided plagiarism and correctly followed a standard citation method with:	<ul style="list-style-type: none"> Few to no minor errors 	<ul style="list-style-type: none"> Several minor errors 	<ul style="list-style-type: none"> Multiple errors 	<ul style="list-style-type: none"> Pervasive Errors

ELA 9th/10th Rubric Alignment to CCSS

Strand	9 th /10 th CCSS-Aligned Standards
Writing	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipate the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources...integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 9th/10th Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid of the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9th/10th Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a – 2c are not written on this document.)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turbian’s Manual for Writers</i>) appropriate for the discipline and writing type.