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, e ➢ 4	• Insightfully addresses all aspects of the prompt • Introduces artful, precise, and knowledgeable claim in a sophisticated thesis statement	• Competently addresses all aspects of the prompt • Introduces precise, knowledgeable claim in a clear thesis statement	• Superficially addresses all aspects of the prompt • Introduces reasonable claim in a thesis statement	• Partially addresses aspects of the prompt • Introduces underdeveloped or flawed claim in a weak thesis statement	• Minimally addresses some aspects of the prompt • Does not introduce a relevant claim and/or lacks a thesis statement
Organi-zation/ Structure CCSS – W: ➢ 1a ➢ 1b ➢ 1f ➢ 4	• Skillfully orients reader to topic in introduction • Creates 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)	• Orients reader to topic in introduction • Creates 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)	• 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)	• Inadequately orients reader to topic in introduction • Uses limited and/or inappropriate linking words, phrases, or clauses • Includes illogical progression of ideas from beginning to end with minimal body paragraphs • Provides an inadequate conclusion	• Does not orient reader to topic in introduction or introduction is missing • Uses few or no linking words, phrases, or clauses • Includes no discernible organization of ideas in body paragraphs • Omits conclusion
Evidence CCSS – W: ➢ 1b, c ➢ 2b ➢ 8 ➢ 9	• Provides substantial and pertinent evidence to support claim(s) • Seamlessly and effectively integrates and cites credible sources and/or text evidence	• Provides sufficient and relevant evidence to support claim(s) • Competently integrates and cites credible sources and/or text evidence	• Provides limited and/or superficial evidence to support claim(s) • Ineffectively integrates and cites adequate sources and/or text evidence	• Provides minimal and/or irrelevant evidence to support claim(s) • Incorrectly integrates or cites sources and/or text evidence that may not be credible	• Provides inaccurate, little, or no evidence to support claim(s) • Does not use or cite sources and/or text evidence
Analysis CCSS – W: ➢ 1b ➢ 9	• Shows insightful understanding of topic/text • Uses persuasive and valid reasoning to connect evidence with claim(s) • Convincingly refutes specific counter-claim(s) • Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos)	• Shows competent understanding of topic/text • Uses valid reasoning to connect evidence with claim(s) • Competently refutes specific counter-claim(s) • Uses specific rhetorical devices to support assertions	• Shows simplistic understanding of topic/text • Uses some valid reasoning to connect evidence with claim(s) • Minimally refutes specific counter-claim(s) • Uses some rhetorical devices to support assertions	• Shows limited understanding of topic/text • Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) • Acknowledges alternate or opposing claim(s) • Uses some rhetorical devices to support assertions with limited success	• 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) • Lacks rhetorical devices to support assertions
Language CCSS – L: ➢ 1 ➢ 2 ➢ 3	• Uses purposeful, varied, and correct 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	• 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	• 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	• 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	• 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:	• Few to no minor errors	• Several minor errors	• Multiple errors	• Pervasive Errors

Strand	11th/12th CCSS-Aligned Standards

Writing	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	
	   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipate the audience's knowledge level, concerns, values, and possible biases.
	   c. **Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA**
	   d. Use words, phrases, and clauses as well as varied syntax 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.
	   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	   f. Provide a concluding statement or section that follows from and supports the argument presented.
	
	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively…integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **including footnotes and endnotes.CA**
	
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	   a. Apply grades 11th/12th Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentiest century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
	   b. Apply grades 11th/12th Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
	   b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
	
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)
	
	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.
	   a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.