

Criterion	4 – Advanced (Exceeds Standards)	3 – Proficient (Meets Standards)	2 – Partial (Approaching Standards)	1 – Minimal (Below Standards)
Focus CCSS -W: ➤ 2a ➤ 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/ Structure CCSS – W: ➤ 2a ➤ 2c ➤ 2f ➤ 4	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections Purposefully and logically uses a variety of techniques (ex. headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops complex topic(s) with relevant body paragraphs, building on preceding information Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses a variety of techniques (ex. headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Partially develops topic(s) with minimal body paragraphs, building on some preceding information Provides a weak conclusion that fails to articulate the significance of the topic. Uses limited transition/linking words, phrases, and clauses Uses some techniques (ex. headings, charts) to organize ideas, concepts, and information 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Development CCSS -W: ➤ 2b ➤ 9	<ul style="list-style-type: none"> Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience Effectively integrates and cites credible sources Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Provides limited and/or irrelevant evidence to develop the topic appropriate to audience Ineffectively integrates or cites sources Shows limited understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources Shows no and/or inaccurate understanding of topic or text
Language CCSS – L: ➤ 1 ➤ 2 ➤ 2e ➤ 3 ➤ 4 CCSS-W ➤ 4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Competently uses figurative language when appropriate Strategically uses academic 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 Effectively uses figurative language when appropriate Competently uses academic 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 some errors in conventions which cause confusion Minimally uses figurative language when appropriate Limited use of academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (ex. fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use figurative language Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose