

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
CLAIM (Central Idea)	Does not provide a claim. 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. 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. 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. If appropriate for the task or prompt, states alternate ideas.	Provides a compelling claim that can be clearly explained and answers the prompt. If appropriate for the task or prompt, acknowledges alternate ideas clearly and explicitly.
REASON (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>
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)	<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>

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ORGANIZATION	<p>Does not introduce the topic or text.</p> <p>Does not organize ideas, concepts, or information using strategies such as definition, classification, comparison/contrast, and cause/ effect.</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 using strategies such as definition, classification, comparison/contrast, and cause/ effect 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 using strategies such as definition, classification, comparison/contrast, and cause/ effect 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 using strategies such as definition, classification, comparison/contrast, and cause/ effect 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 using strategies such as definition, classification, comparison/contrast, and cause/ effect 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>
AUDIENCE APPROPRIATE LANGUAGE (STYLE)	<p>The style of the writing is not appropriate for the task, purpose, and/or audience.</p> <p>Does not use language that clearly express ideas and is often poorly chosen or repetitive.</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 language that clearly express ideas 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 language to express ideas.</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 language that clearly express ideas.</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 language that precisely and clearly express ideas without unnecessary wordiness or redundancy.</p> <p>Accurately uses grade-appropriate general academic and domain-specific vocabulary.</p>
CONVENTIONS OF ENGLISH	<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>