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|  | 4  Advanced  100% | 3  Proficient  85% | 2  Basic  67% | 1  Below Basic  50% | 0  Missing  0% |
| Produce/ Distribute | Develops and strengthens writing by planning, revising, editing, rewriting or trying a new approach. Understands the recursive nature of writing. Uses a personalized process to produce consistently high-quality writing. | Develops and strengthens writing by planning, revising, editing. Uses a teacher-led or independent process to produce adequate writing. | Some lapses in planning, revising, and editing. Writing may have interesting yet undeveloped ideas. Skips a step of a teacher-led process or omits a step to produce inadequate writing. | Fails to plan, revise or edit writing. Fails to understand the recursive nature of writing. May produce a skeletal or short draft. | * Copied * Unintelligible * Off-topic * Off-purpose |
| Organization/Purpose | A clear and effective organizational structure creates a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:   * Thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience * Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas * Effective introduction and conclusion * Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | An evident organizational structure creates a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:   * Thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience * Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas * Adequate introduction and conclusion * Adequate progression of ideas from beginning to end; adequate connections between and among ideas | An inconsistent organizational structure makes some flaws evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:   * Thesis/controlling idea of a topic may be somewhat unclear, or the focus be insufficiently sustained for the purpose and/or audience * Inconsistent use of transitional strategies and/or little variety * Introduction/conclusion, if present, may be weak * Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:   * Thesis/controlling idea of a topic may be confusing or ambiguous; response may be too brief or the focus may drift from purpose and/or audience * Few or no transitional strategies are evident * Introduction/conclusion may be missing * Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression | * Copied * Unintelligible * Off-topic * Off-purpose |
| Evidence/  Elaboration | Provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. Clearly and effectively develops ideas, using precise language:   * Comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific * Clear citations or attribution to source material * Effective use of a variety of elaborative techniques (may include anecdotes that support the controlling idea) * Vocabulary is clearly appropriate for the audience and purpose * Effective, appropriate style enhances content | Provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. Adequately develops ideas, employing a mix of precise and more general language:   * Adequate evidence (facts and details) from the source material is integrated, relevant, yet may be general * Adequate use of citations or attribution to source material * Adequate use of some elaborative techniques * Vocabulary is generally appropriate for the audience and purpose * Generally appropriate style is evident | Provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:   * Some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied * Weak use of citations or attribution to source material * Weak or uneven use of elaborative techniques; development may consist primarily of source summary * Vocabulary is uneven or somewhat ineffective for the audience and purpose * Inconsistent or weak attempt to create appropriate style | Provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no source material. The response is vague, lacks clarity, or is confusing:   * Evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied * Insufficient use of citations or attribution to source material * Minimal, if any, use of elaborative techniques * Vocabulary is limited or ineffective for the audience and purpose * Little or no evidence of appropriate style | * Copied * Unintelligible * Off-topic * Off-purpose |
| Conventions | Consistently demonstrates command of correct sentence formation, punctuation, capitalization, grammar usage and spelling. Little to no errors throughout entire text. | Demonstrates accurate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling. Few errors per page of text. | Partially uses correct sentence formation, punctuation, capitalization, grammar usage and spelling. Many errors per page of text sometimes distract from meaning. | Frequently uses inaccurate sentence formation, punctuation, capitalization, grammar usage and spelling. Overwhelming errors throughout entire text interfere with meaning. |  |