

	Advanced -9.5 (A)	Proficient -8.5 (B)	Partially Proficient -7.5 (C)	Not Yet Proficient 6.4-5 (F)
*Ideas Introduction, including thesis (<i>W.1.a</i>) or central idea/topic (<i>W.2.a</i>) Evidence (<i>W.1.b; RI.1; RL.1</i>) Analysis/ Reasoning (<i>W.1.b</i>)	Insightfully introduces the topic with a clear, sophisticated, and original thesis that remains consistent throughout the writing	Adequately introduces the topic with a clear and focused thesis that remains consistent throughout the writing	Somewhat introduces topic with a general thesis that remains somewhat consistent throughout the writing	Fails to properly introduce the topic with a limited, absent, or unclear thesis that is inconsistent throughout the writing
	Abundant, relevant, and specific supporting details	Appropriate, relevant, and specific supporting details	Some relevant, and specific supporting details	Few to no relevant, and/or specific supporting details
	Rich, thorough idea development that skillfully fulfills the demands of the prompt, leaving the reader with new insight	Thorough idea development that effectively fulfills the demands of the prompt, leaving the reader with few to no questions	Some idea development that somewhat fulfills the demands of the prompt, leaving the reader with some questions	Limited or insufficient idea development that does not fulfill the demands of the prompt, leaving the reader with many questions
*Organization Transitions, Paragraphing, Links (<i>W.2.a W.2.c</i>) Conclusion (<i>W.2.e</i>)	Sophisticated and effective transitions to sequence paragraphs, create cohesion, and clarify the relationships between ideas. Very smooth and subtle.	Effective transitions to sequence paragraphs, create cohesion, and clarify the relationships between ideas. Very clear.	Somewhat effective transitions to sequence paragraphs, create cohesion, and clarify the relationships between ideas. Sometimes difficult to follow.	Weak/absent/limited transitions to sequence paragraphs, create cohesion, and clarify the relationships between ideas. Very difficult to follow.
	Effectively closes topic in an insightful, focused and powerful way. Wow.	Effectively closes topic in a focused and powerful way. Satisfied.	Somewhat effectively closes topic in a focused and way. Slightly unsatisfied.	Limited or absent closing section. Very unsatisfied.
Voice (<i>W.2.e, W.4</i>)	Very appropriate to task, purpose, and audience. Fully aware.	Mostly appropriate to task, purpose, and audience. Mostly aware.	Somewhat appropriate to task, purpose, and audience. Has a few moments of forgetting.	Completely inappropriate to task, purpose, and audience. Not at all aware.
	Advanced -5 (A)	Proficient -4 (B)	Partially Proficient -3 (C)	Not Yet Proficient 2-1 (F)
Word Choice (<i>W.2.d</i>)	Rich, precise word choice	Mostly rich, precise word choice but with some basic or inappropriate words	Somewhat rich, precise word choice, but with many basic or inappropriate words	Inappropriate and/or overly basic word choice
Sentence Fluency (<i>L1</i>)	Rich variety of phrases and sentence types/structures make it very interesting for the reader	Many varieties of phrases and sentence types/structures make it interesting for the reader	Attempted variety of phrases and sentence types/structures but many simple sentences make it somewhat interesting for the reader	Lacks a variety of phrases and sentence types/structures. Very uninteresting for the reader.
Conventions (<i>L.2, L.3</i>)	Few to no grammatical, stylistic, and/or sentence errors	Mostly no grammatical, stylistic, and/or sentence errors	Some grammatical, stylistic, and/or sentence errors that are distracting for the reader	Many grammatical, stylistic, and/or sentence errors that make it impossible to read

*For narrative tasks, the “thesis” and “topic” will be replaced with narrative elements, namely central theme, but includes plot, character, setting, dialogue, action, and/or description. The use of evidence/details demonstrates the student’s understanding of the text.