

ARGUMENT—Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Scoring Elements	Stretching	4 Mastering Standards	3 Meeting Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of prompt thoughtfully with a consistently strong focus and convincing position Introduces precise, knowledgeable, and compelling claim(s) Establishes significance of claim(s) Distinguishes claim(s) from counterclaim(s) 	<ul style="list-style-type: none"> Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position Introduces compelling claim(s) Distinguishes claim(s) from counterclaim(s) 	<ul style="list-style-type: none"> Addresses prompt appropriately and maintains a clear focus Provides a generally convincing position Introduces precise claim(s) Distinguishes the claim(s) from counterclaim(s) 	<ul style="list-style-type: none"> Addresses prompt appropriately and establishes a position but lacks clarity Introduces basic claim(s) Attempts to distinguish the claim(s) from counterclaim(s) 	<ul style="list-style-type: none"> Attempts to address prompt but lacks focus or is off-task Introduces unclear claim(s) Attempts to distinguish the claim(s) from counterclaim(s)
Development	<ul style="list-style-type: none"> Develops all claim(s) and counterclaim(s) objectively and thoroughly Supplies the most relevant evidence for each claim Evaluates strengths and limitations of claim(s) and counterclaim(s) Consistently and appropriately anticipates the audience's knowledge, values, and biases 	<ul style="list-style-type: none"> Fully develops claim(s) and counterclaim(s) Supplies relevant evidence for each claim Points out strengths and limitations of claim(s) and counterclaim(s) Consistently anticipates the audience's knowledge level and concerns 	<ul style="list-style-type: none"> Generally develops claim(s) and counterclaims Supplies evidence for each claim Generally points out most strengths and limitations of claim(s) and counterclaim(s) Generally anticipates the audience's knowledge level and concerns 	<ul style="list-style-type: none"> Attempts to develop claim(s) and counterclaim(s) Attempts to supply evidence for each claim Points out some strengths and limitations of claim(s) and counterclaim(s) Occasionally anticipates the audience's knowledge level and concerns 	<ul style="list-style-type: none"> Attempts to develop claim(s) and counterclaim(s) Attempts to supply evidence for each claim Does not point out some strengths and limitations of claim(s) and counterclaim(s) Attempts to anticipate the audience's knowledge level and concerns
Organization	<ul style="list-style-type: none"> Logically sequences and connects the claim(s), counterclaim(s), evidence, and reasoning Provides a sophisticated concluding statement or section that follows and supports the argument 	<ul style="list-style-type: none"> Establishes strong relationships among main claim and all supporting claim(s), counterclaim(s), evidence, and reasoning Provides a compelling concluding statement or section that follows and supports the argument 	<ul style="list-style-type: none"> Establishes basic relationships among main claim and all supporting claim(s), counterclaim(s), evidence, and reasoning Provides a concluding statement or section that generally supports the argument 	<ul style="list-style-type: none"> Establishes some relationships among main claim, supporting claim(s), counterclaim(s), evidence, and reasoning Provides a concluding statement or section, but it doesn't follow the argument 	<ul style="list-style-type: none"> Establishes some weak relationships among main claim, supporting claim(s), counterclaim(s), evidence, and reasoning Attempts to provide a complete concluding statement or section
Command of Language	<ul style="list-style-type: none"> Uses sophisticated words, phrases, and clauses as well as varied syntax to: <ul style="list-style-type: none"> link the major sections of the text create cohesion clarify relationships between claim, supporting claim(s), counterclaim(s), evidence and reasoning Establish and maintain a formal, objective tone that enhances the argument Attends to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Uses precise words, phrases, and clauses to: <ul style="list-style-type: none"> link the major sections of the text create cohesion clarify relationships between claim, supporting claim(s), counterclaim(s), evidence, and reasoning Establishes and maintains a formal, objective tone that enhances the argument Attends to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Uses words, phrases, and clauses to: <ul style="list-style-type: none"> link the major sections of the text create cohesion clarify most relationships between claim, supporting claim(s), counterclaim(s), evidence, and reasoning Establishes and maintains a formal, objective tone Attends to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Uses words and phrases that attempt to: <ul style="list-style-type: none"> link major sections create cohesion clarify some relationships between claim, supporting claim(s), counterclaim(s), evidence, and reasoning Attempts to establish and maintain a formal tone Attempts to attend to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Words and phrases do not facilitate cohesion and clarity Does not establish a formal tone Does not follow the norms and conventions of the writing task
Reading and Research (as applies)	<ul style="list-style-type: none"> Selectively synthesizes and integrates compelling details from various sources to develop the argument Properly paraphrases, quotes, and cites sources to avoid plagiarism 	<ul style="list-style-type: none"> Selectively synthesizes and integrates important details from multiple sources to develop the argument Properly paraphrases, quotes, and cites sources to avoid plagiarism 	<ul style="list-style-type: none"> Synthesizes and integrates important details from multiple sources to develop the argument Properly paraphrases, quotes, and cites sources to avoid plagiarism 	<ul style="list-style-type: none"> Attempts to synthesize and/or integrate details from multiple sources to develop the argument Properly paraphrases, quotes, and cites sources to avoid plagiarism 	<ul style="list-style-type: none"> Does not synthesize or integrate important details from multiple sources to develop the argument Attempts to paraphrase, quote, and cite sources to avoid plagiarism

INFORMATIVE/EXPLANATORY—Standard 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
Scoring Elements	Stretching	4 Mastering Standards	3 Meeting Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately with a strongly developed focus Introduces a topic organized so that each new element builds on the preceding idea to create a unified whole 	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately with a strongly developed focus Introduces a topic with complex ideas, concepts, and information 	<ul style="list-style-type: none"> Addresses most aspects of the prompt appropriately Introduces topic clearly 	<ul style="list-style-type: none"> Addresses few aspects of the prompt appropriately Introduces topic 	<ul style="list-style-type: none"> Attempts to address aspects of the prompt, but lacks focus or is off-task Topic is unclear
Development	<ul style="list-style-type: none"> Develops the topic with insightful analysis of the most significant and relevant: <ul style="list-style-type: none"> facts extended definitions concrete details quotations other relevant information and examples Examples are appropriate to the audience’s knowledge of the topic 	<ul style="list-style-type: none"> Develops the topic with thorough analysis of the most well-chosen: <ul style="list-style-type: none"> sufficient, relevant facts extended definitions concrete details quotations other well-chosen information and examples Examples are appropriate to the audience’s knowledge of the topic 	<ul style="list-style-type: none"> Develops the topic with appropriate analysis and selection of well-chosen: <ul style="list-style-type: none"> sufficient, relevant facts extended definitions concrete details quotations other well chosen information and examples. Examples are somewhat appropriate to the audience’s knowledge of the topic 	<ul style="list-style-type: none"> Develops the topic with minimal analysis of well-chosen: <ul style="list-style-type: none"> sufficient, relevant facts extended definitions concrete details quotations other well chosen information and examples Few examples are appropriate to the audience’s knowledge of the topic 	<ul style="list-style-type: none"> Develops the topic but analyzes the following sparsely and/or ineffectively: <ul style="list-style-type: none"> facts definitions concrete details quotations other well chosen information and examples. Examples are not appropriate to the audience’s knowledge of the topic
Organization	<ul style="list-style-type: none"> Organizes complex ideas, concepts, and information so that each new element builds to create a unified whole Uses appropriate and varied transitions and varied syntax to link major sections of the text to create cohesion and clarify the relationships among complex ideas and concepts Provides a concluding statement or section that follows from and supports and expands the information presented (articulates implications or significance of the topic) Includes consistent formatting, graphics, and multimedia that aid the reader’s comprehension 	<ul style="list-style-type: none"> Organizes complex ideas, concepts, and information to make important connections and distinctions Uses appropriate and varied transitions to link major sections of the text to create cohesion and clarify the relationships among ideas and concepts Provides a concluding statement or section that follows from and supports the information presented (articulates implications or significance of the topic) Includes formatting (e.g. headings), graphics, and multimedia to aid comprehension 	<ul style="list-style-type: none"> Organizes ideas, concepts, and information to make connections and distinctions Uses appropriate transitions to link major sections of the text to create cohesion and clarify the relationships among ideas and concepts Provides a general concluding statement or section that follows from and supports the information presented Includes formatting, graphics, and multimedia to aid comprehension 	<ul style="list-style-type: none"> Somewhat organizes ideas, concepts, and information, but not all connections and distinctions are made Transitions link sections of the text but do not create cohesion or clarify the relationships among ideas and concepts Attempts to include a concluding statement or section that follows from and supports the information presented Attempts to include formatting, graphics, and multimedia but they do not clearly aid comprehension 	<ul style="list-style-type: none"> Attempts to organize ideas, concepts, and information, but connections and distinctions are not made. Transitions are ineffective Provides a concluding statement or section that does not follow from information presented Lacks the relevant formatting, graphics, and multimedia to aid comprehension (e.g. off-topic, illogical)
Command of Language	<ul style="list-style-type: none"> Consistently uses precise words, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic Establishes and maintains a formal style and objective tone Attends consistently to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Consistently uses precise words and domain-specific vocabulary to manage the complexity of the topic Establishes and maintains a formal style Establishes and maintains an objective tone Attends consistently to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Frequently uses precise words and vocabulary to manage the complexity of the topic Establishes and maintains a formal style Establishes and partially maintains an objective tone Attends to the norms and conventions of the writing task 	<ul style="list-style-type: none"> Uses words or vocabulary that lack precision in addressing the complexity of the topic Establishes and maintains a formal style Sporadically establishes an objective tone Attends to most of the norms and conventions of the writing task 	<ul style="list-style-type: none"> Word choice does not address complexity of topic Formal style not maintained Tone is subjective Attends to few of the norms and conventions of the writing task

Reading and Research (as applies)	<ul style="list-style-type: none">• Accurately and consistently synthesizes important details from multiple sources to develop the topic and enhance the text• Quotes or paraphrases data while avoiding plagiarism• Follows standard citation format	<ul style="list-style-type: none">• Accurately synthesizes important details from multiple sources to develop the topic• Quotes or paraphrases data while avoiding plagiarism• Follows standard citation format	<ul style="list-style-type: none">• Synthesizes important details from multiple sources to develop the topic• Quotes or paraphrases data while avoiding plagiarism• Follows standard citation format	<ul style="list-style-type: none">• Synthesizes some details from multiple sources to develop the topic• Quotes or paraphrases data attempting to avoid plagiarism• Generally follows standard citation format	<ul style="list-style-type: none">• Does not synthesize details from multiple sources• Attempts to quote or paraphrase data but fails to avoid plagiarism• Attempts standard citation but is frequently inaccurate
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NARRATIVE—Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence.

Scoring Elements	Stretching	4 Mastering Standards	3 Meeting Standards	2 Developing Standards	1 Initiating Standards
Controlling Idea	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately and maintains a strongly developed focus Engages and orients the reader by exploring a problem, situation or observation and its significance Provides a conclusion that follows from and enhances the reflection on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately and maintains a strongly developed focus Engages and orients the reader by exploring a problem, situation, or observation Provides a conclusion that follows from and clearly and concisely reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Addresses all aspects of the prompt appropriately and maintains a clearly developed focus Engages and orients the reader by setting out a problem, situation, or observation Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Addresses prompt appropriately, but focus is underdeveloped Clearly sets out a problem, situation, or observation Conclusion does not fully reflect on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Addresses prompt appropriately but with a weak or uneven focus Sets out a problem, situation, or observation but with some lack of clarity Conclusion does not reflect on what is experienced, observed, or resolved over the course of the narrative
Development	<ul style="list-style-type: none"> Uses sophisticated and well-developed narrative techniques such as dialogue, pacing, description, reflection, multiple plot lines, and a clear point of view to develop experiences, events, and/or characters Creates a smooth and purposeful progression of experiences or events 	<ul style="list-style-type: none"> Uses sophisticated and well-developed narrative techniques such as dialogue, pacing, description, sensory language, reflection, multiple plot lines, and a clear point of view to fully develop experiences, events, and/or characters Creates a smooth and purposeful progression of experiences or events 	<ul style="list-style-type: none"> Uses narrative techniques such as dialogue, pacing, description, sensory language, reflection, multiple plot lines, and a clear point of view to develop experiences, events, and/or characters Creates a smooth progression of experiences or events 	<ul style="list-style-type: none"> Uses narrative techniques to convey the experiences, events and/or characters that, while clear, lack development Creates a progression of experiences or events 	<ul style="list-style-type: none"> Uses narrative techniques that are underdeveloped and/or confusing Creates a disjointed progression of experiences or events
Organization	<ul style="list-style-type: none"> Uses a variety of techniques to sequence and transition events so that they naturally and logically build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) 	<ul style="list-style-type: none"> Uses a variety of techniques to sequence and transition experiences and events so that they naturally and logically build on one another to create a coherent whole 	<ul style="list-style-type: none"> Uses a variety of techniques to sequence and transition experiences and events so that they build on one another to create a coherent whole 	<ul style="list-style-type: none"> Uses techniques to sequence and transition experiences and events to create cohesion 	<ul style="list-style-type: none"> Techniques are used to sequence experiences and events but the narrative lacks cohesion
Command of Language	<ul style="list-style-type: none"> Uses the most precise words and phrases, telling details, and sensory language to effectively convey a vivid picture of the experiences, events, setting, and/or characters Purposefully uses the norms and conventions of writing to enhance the narrative 	<ul style="list-style-type: none"> Uses colorful and precise words and phrases, telling details, and sensory language to thoroughly convey a vivid picture of the experiences, events, setting, and/or characters Attends to the norms and conventions of writing 	<ul style="list-style-type: none"> Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters Attends to the norms and conventions of writing 	<ul style="list-style-type: none"> Uses some precise words and phrases, some detail, and some sensory language but lacks originality to convey the experiences, events, setting, and/or characters Struggles with some of the norms and conventions of writing 	<ul style="list-style-type: none"> Experiences, events, setting, and/or characters are conveyed, but narrative lacks precision in word choice, relies on cliché, and uses simplistic language and details Struggles with commonly used norms and conventions of writing
Reading and Research (as applies)	<ul style="list-style-type: none"> Accurately and effectively synthesizes the most important and best-suited details from multiple sources to authenticate the narrative 	<ul style="list-style-type: none"> Accurately and effectively synthesizes important details from multiple sources to authenticate and enhance the narrative 	<ul style="list-style-type: none"> Accurately and effectively synthesizes important details from multiple sources to authenticate the narrative 	<ul style="list-style-type: none"> Synthesizes important details from multiple sources to authenticate the narrative 	<ul style="list-style-type: none"> Uses details haphazardly from multiple sources in an attempt to authenticate the narrative