

Criterion	5 – Advanced (above grade level)	4 – Proficient (on grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
<b>Focus</b>  CCSS -W: • 2a • 4	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces topic(s) in a sophisticated thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Competently addresses all aspects of the prompt</li> <li>Introduces topic(s) in a clear thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Superficially addresses all aspects of the prompt</li> <li>Introduces topic(s) in a thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses all aspects of the prompt</li> <li>Introduces superficial or flawed topic(s) in a weak thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses all aspects of the prompt</li> <li>Fails to introduce a relevant topic(s) and/or lacks a thesis statement</li> </ul>
<b>Organization/ Structure</b>  CCSS – W: • 2a • 2c • 2f • 4	<ul style="list-style-type: none"> <li>Skillfully orients reader to topic(s) in introduction</li> <li>Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information</li> <li>Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic</li> <li>Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections</li> <li>Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Orients reader to topic(s) in introduction</li> <li>Develops complex topic(s) with relevant body paragraphs, building on preceding information</li> <li>Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic</li> <li>Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections</li> <li>Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Partially orients reader to topic(s) in introduction</li> <li>Superficially develops topic(s) with relevant body paragraphs, building on preceding information</li> <li>Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic</li> <li>Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections</li> <li>Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately orients reader to topic(s) in introduction</li> <li>Inadequately develops topic(s) with minimal body paragraphs, building on some preceding information</li> <li>Provides a sense of closure, but may weakly articulate significance of the topic.</li> <li>Uses limited or inappropriate transition/linking words, phrases, and clauses</li> <li>Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Fails to orient reader to topic(s) in introduction or introduction is missing</li> <li>Fails to develop topic(s) with body paragraphs</li> <li>Provides an inadequate conclusion or omits conclusion</li> <li>Uses few to no transition/linking words, phrases, or clauses</li> <li>Includes little or no discernible organization of ideas</li> </ul>
<b>Development</b>  CCSS -W: • 2b • 9	<ul style="list-style-type: none"> <li>Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience</li> <li>Effectively integrates and cites credible sources*</li> <li>Shows insightful understanding of topic or text</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to develop the topic appropriate to audience</li> <li>Competently integrates and cites credible sources*</li> <li>Shows competent understanding of topic or text</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited and/or superficial evidence to develop the topic appropriate to audience</li> <li>Ineffectively integrates and cites sources*</li> <li>Shows superficial understanding of topic or text</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience</li> <li>Incorrectly integrates or cites sources*</li> <li>Shows limited or flawed understanding of topic or text</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support topic</li> <li>Does not use or cite sources*</li> <li>Shows no and/or inaccurate understanding of topic or text</li> </ul>
<b>Language</b>  CCSS – L**: • 1 • 2 • 2e • 3 • 4  CCSS-W • 4	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization)</li> <li>Competently uses figurative language</li> <li>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Effectively uses figurative language</li> <li>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Minimally uses figurative language</li> <li>Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Inadequately uses figurative language</li> <li>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Fails to use figurative language</li> <li>Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>

\*if applicable

\*\*please refer to CCSS Language Progressive Skills, by grade

ELA 11<sup>th</sup>/12<sup>th</sup> Rubric Alignment to CCSS

Strand	11 <sup>th</sup> /12 <sup>th</sup> CCSS-Aligned Standards
Writing	<p>1. 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.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic <b>or thesis statement</b>; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11<sup>th</sup>/12<sup>th</sup> Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11<sup>th</sup>/12<sup>th</sup> Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</li> </ol>
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</li> </ol> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>