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| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Purpose, Focus, and Organization** (4-point )  | The response is fully sustained and consistently focused within the purpose, audience, & task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following: Clearly stated and strongly maintained claim with little or no loosely related material Clearly addressed alternate/opposing claims\*  Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Established and maintained appropriate style and objective tone | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:  Clear and maintained claim, though some loosely related material may be present Alternate or opposing claims included but may not be completely addressed\*  Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Appropriate style and objective tone established | The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an inconsistent organizational structure. The response may include the following: Focused on a claim but insufficiently sustained or unclear May not sufficiently address alternate or opposing claims\* Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion | The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible organizational structure. The response may include the following: Absent, confusing, or ambiguous claim  Missing alternate or opposing claims\*  Few or no transitional strategies  Frequent extraneous ideas impeding understanding Too brief to demonstrate knowledge of focus or organization |
| **Evidence and Elaboration** (4-point) | The response provides thorough, convincing, credible support/evidence for the claim that includes the effective use of sources, facts, and details, including: Smoothly integrated, thorough, and relevant evidence, including precise references to sources  Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Various sentence structures creating language facility | The response provides adequate support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response includes most of the following: Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure | The response provides uneven, cursory support/ evidence for the writer’s claim that includes partial use of sources, facts, and details. The response may include the following: Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary  Most sentences limited to simple constructions | The response provides minimal support/ evidence for the writer’s claim, including little if any use of sources, facts, and details. The response may include the following: Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary  Sentences limited to simple constructions |
| **Conventions of Standard English**(2-point Rubric) | The response demonstrates an adequate command of basic conventions. The response may include the following:  Some minor errors in usage but no patterns of errors  Adequate use of punctuation, capitalization, sentence formation, and spelling **Score 2 Points** | The response demonstrates a partial command of basic conventions. The response may include the following: Various errors in usage  Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling **Score 1 Point** |

Argumentation Text Rubric

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|  | 4 | 3 | 2 | 1 |
| **Purpose, Focus, and Organization** (4-point )  | The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following: Clearly stated and strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Established and maintained appropriate style and objective tone | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:  Clear and maintained controlling idea, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Established appropriate style and objective tone | The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; it may have an inconsistent organizational structure. The response may include the following: Focused on the controlling idea but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion | The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible organizational structure. The response may include the following: Confusing or ambiguous ideas  Few or no transitional strategies  Frequent extraneous ideas impeding understanding Too brief to demonstrate knowledge of focus or organization |
| **Evidence and Elaboration** (4-point) | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:  Smoothly integrated, thorough, and relevant evidence, including precise references to sources  Effective use of a variety of elaborative techniques, (including but not limited to definitions, quotations, and examples) Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Various sentence structures creating language facility | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following: Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure | The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following: Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions | The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:Minimal, absent, erroneous, or irrelevant evidence from the source materialExpression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary  Sentences limited to simple constructions |
| **Conventions of Standard English**(2-point Rubric) | The response demonstrates an adequate command of basic conventions. The response may include the following:  Some minor errors in usage but no patterns of errors  Adequate use of punctuation, capitalization, sentence formation, and spelling **Score 2 Points** | The response demonstrates a partial command of basic conventions. The response may include the following: Various errors in usage  Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling **Score 1 Point** |

Informative/Explanatory Text Rubric

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|  | 4- Exemplary | 3-Proficient | 2-Emerging | 1-Incomplete |
| **Purpose, Focus, and Organization** | The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following: creates a complex, original protagonistestablishes a clear point of view, setting, and conflictsequences events in the plot effectively and naturally.uses a variety of transitional strategies effectively and purposefullyprovides a thoughtful resolution. | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:  creates a believable, original protagonistestablishes point of view, setting, and conflictsequences events in the plot logicallyuses transitional words, phrases, and clauses to link events and signal shiftsprovides a logical resolution. | The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; it may have an inconsistent organizational structure. The response may: create an unoriginal or undeveloped protagonist establish a weak point of view, setting, or conflict sequence events unevenly uses inconsistent, repetitive, or basic transitions. provide a weak or disconnected resolution. | The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernable organizational structure. The response may include the following:lacks a protagonistdoes not establish point of view, setting, or conflicthas minimal plot uses few or no transitional strategieslacks a resolution. |
| **Evidence & Elaboration** | The response provides thorough and engaging development of story and visuals. The response includes most of the following:  uses precise and engaging dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. uses relevant descriptive details, and sensory language to convey action, experiences and events.engages and orients the reader with detailed exposition | The response provides adequate development of story and visuals. The response demonstrates most of the following: uses adequate dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  includes some details and sensory language to convey action and events.orients the reader with adequate exposition | The response provides uneven, cursory development of story and visuals. The response may: uses inadequate dialogue, pacing or description to develop experiences, events, and/or characters.includes insufficient, unrelated, or inappropriate details, and sensory language. provide weak or vague exposition | The response provides minimal development of story, including little if any use of details and visuals. The response may include the following:minimal dialogue and description used to develop story elements.includes few or no visuals.lacks exposition |
| **Language** | The response essentially:uses precise words and phrases, figurative language, and sensory language effectivelydemonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including appropriate use of a variety of moods). | The response essentially:uses adequate connotative diction, vivid verbs, figurative language, and sensory languagedemonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including appropriate use of moods). | The response:uses weak or unsophisticated diction, verbs, figurative language and sensory languagedemonstrates partial or inconsistent command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage. | The response:uses limited or inappropriate languagelacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning. |

Narrative Text Rubric

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|  | Exemplary (10 pts. per check) | 3-Proficient (8 pts per check) | 2-Emerging (6 points per check) | 1-Incomplete (4 points/check) |
| **Purpose, Focus, and Organization** | The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following: creates a complex, original protagonistestablishes a clear point of view, setting, and conflictsequences events in the plot effectively, including a variety of steps from the Hero’s Journey archetypeuses a variety of transitional strategies effectively and purposefullyprovides a thoughtful resolution. | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:  creates a believable, original protagonistestablishes point of view, setting, and conflictsequences events in the plot logically, including some steps of the Hero’s Journey archetypeuses transitional words, phrases, and clauses to link events and signal shiftsprovides a logical resolution. | The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; it may have an inconsistent organizational structure. The response may: create an unoriginal or undeveloped protagonist establish a weak point of view, setting, or conflict sequence events unevenly, including minimal or unclear steps of the Hero’s Journey archetype uses inconsistent, repetitive, or basic transitions. provide a weak or disconnected resolution. | The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernable organizational structure. The response may include the following:lacks a protagonistdoes not establish point of view, setting, or conflicthas minimal plot with no apparent connection to the Hero’s Journey archetype uses few or no transitional strategieslacks a resolution. |
| **Evidence & Elaboration** | The response provides thorough and engaging development of story and visuals. The response includes most of the following:  uses precise and engaging details, dialogue, imagery and descriptionincludes a variety of enhancing visuals.engages and orients the reader with detailed exposition | The response provides adequate development of story and visuals. The response demonstrates most of the following: uses adequate details, dialogue, imagery, and description. includes sufficient visuals.orients the reader with adequate exposition | The response provides uneven, cursory development of story and visuals. The response may: uses inadequate narrative techniquesincludes insufficient, unrelated, or inappropriate visuals. provide weak or vague exposition | The response provides minimal development of story, including little if any use of details and visuals. The response may include the following:uses minimal narrative techniquesincludes few or no visuals.lacks exposition |
| **Language** | The response essentially:uses connotative diction, vivid verbs, figurative language, and sensory language effectivelydemonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including appropriate use of a variety of moods). | The response essentially:uses adequate connotative diction, vivid verbs, figurative language, and sensory languagedemonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including appropriate use of moods). | The response:uses weak or unsophisticated diction, verbs, figurative language and sensory languagedemonstrates partial or inconsistent command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage. | The response:uses limited or inappropriate languagelacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning. |

Embedded Assessment 1 – Narrative Rubric