|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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