<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellence 5</th>
<th>Approaching Excellence 4</th>
<th>Proficient 3</th>
<th>Approaching Proficient 2</th>
<th>Not Proficient 1</th>
</tr>
</thead>
</table>
| **Introduces Topics and Claims** | With sophistication and skill does the following:  
  - Effectively introduces a specific, knowledgeable and significant claim and/or  
  - Effectively introduces a topic organizing complex ideas and concepts  
  - Effectively orients the reader to topic(s) in introduction. | Effectively introduces a specific and significant claim and/or  
  - Clearly introduces a topic organizing complex ideas and concepts  
  - Orient the reader to topic(s) in introduction. | Able to clearly introduce a specific claim and/or  
  - a topic organizing ideas and concepts  
  - Somewhat effectively orients the reader to topic(s) in introduction. | Adequately introduces a specific claim and/or  
  - a topic organizing most ideas and concepts  
  - Adequately orients the reader to topic(s) in introduction. | Introduces a claim or topic which may be unclear or not specific and/or  
  - Does not effectively orient the reader to topic(s) in introduction. |
| **Development of Ideas and Supporting Evidence** | With sophistication and skill does the following:  
  - Effectively develops ideas, or claims and counterclaims, fairly and thoroughly, drawing from literary or informational texts.  
  - Uses the most significant facts and relevant evidence to support complex ideas while considering the audience’s knowledge and/or biases.  
  - Effectively integrates evidence and cites credible sources, avoiding plagiarism. | Effectively develops ideas, or claims & counterclaims fairly, drawing from literary or informational texts.  
  - Uses mostly well-chosen facts and relevant evidence to support ideas while beginning to consider the audience’s knowledge and biases.  
  - Competently integrates and cites credible sources accurately. | Develops ideas, or claims & counterclaims, drawing from literary or informational texts.  
  - Uses sufficient facts and specific evidence to support ideas which are appropriate for the intended audience.  
  - Competently integrates information maintaining a flow of ideas, avoids plagiarism, and follows standards formats for citation. | Somewhat able to develop most ideas, or state claims & counterclaims.  
  - Provides some evidence, and/or some irrelevant evidence to develop the topic. May not consider audience.  
  - May ineffectively integrates information or cites source with some errors in formatting. | Unable to develop ideas, claims or counterclaims.  
  - Provides inaccurate, little, or no evidence to support topic.  
  - Does not use or cite sources or cites sources inaccurately. |
| **Cohesion & Organization of Ideas** | With sophistication and skill does the following:  
  - Produces a clear and coherent writing which effectively develops and organizes ideas appropriate to task, purpose and audience.  
  - Uses words, phrases, and clauses to effectively link | Produces clear and coherent writing which effectively develops and organizes ideas appropriate to task, purpose and audience.  
  - Uses words, phrases, and clauses to effectively link | Produces mostly clear and coherent writing which organizes ideas appropriate to task, purpose and audience.  
  - Uses words, phrases, and clauses to appropriately link the major sections of | Somewhat able to organize ideas appropriate to task, purpose and audience. | Unable to organize ideas appropriate to task, purpose and audience.  
  - Does not use transitions to link together ideas. |
<table>
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<tr>
<th>Language &amp; Style</th>
<th>With sophistication and skill does the following:</th>
<th>• Uses words, phrases, and clauses to strategically link the major sections of the text and clarify relationships between complex ideas and evidence, including claims and counterclaims in argumentative writing.</th>
<th>• Provides a meaningful and effective conclusion that supports information/analysis or arguments presented.</th>
<th>• Provides an effective conclusion that supports information/analysis or arguments presented.</th>
<th>• Provides a conclusion that supports information/analysis or arguments presented.</th>
<th>• Provides an inadequate conclusion or omits conclusion.</th>
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<tbody>
<tr>
<td>W.1.d W.2.d L.1</td>
<td>Establishes and maintains a formal style and objective tone throughout the text.</td>
<td>Effectively maintains a formal style and objective tone throughout the text.</td>
<td>Effectively maintains a mostly formal style and objective tone.</td>
<td>Satisfactorily maintains a mostly formal style and objective tone.</td>
<td>Somewhat uses a formal style and objective tone.</td>
<td>Does not use a formal style and objective tone.</td>
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<td>L.2 L.3</td>
<td>Effectively uses precise language and domain-specific vocabulary appropriate for the topic.</td>
<td>Uses precise language and domain-specific vocabulary appropriate for the topic.</td>
<td>Uses a sufficient amount of precise language and domain-specific vocabulary for the topic.</td>
<td>Uses some domain-specific vocabulary in writing.</td>
<td>Uses limited or no domain-specific vocabulary in writing.</td>
<td>Uses limited or no domain-specific vocabulary in writing.</td>
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<td></td>
<td>Effectively uses complex and varied sentence structure.</td>
<td>Uses complex and varied sentence structure.</td>
<td>Uses some complex and varies some sentence structures.</td>
<td>Uses limited and/or repetitive sentence structure.</td>
<td>Inconsistently demonstrates proficiency (many errors) in the use of Standard English conventions for grammar, spelling, and mechanics when writing.</td>
<td>Mostly simple sentence structure used.</td>
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<td>Effectively demonstrates the use of Standard English conventions for grammar, spelling, and mechanics when writing (no or minimal errors).</td>
<td>Consistently demonstrates the use of Standard English conventions for grammar, spelling, and mechanics when writing.</td>
<td>While some errors may occur the overall writing demonstrates proficiency in the use of Standard English conventions for grammar, spelling, and mechanics when writing.</td>
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<td>Writing Process and Production</td>
<td>With sophistication and skill does the following:</td>
<td>Effectively develops and strengthens writing as needed by planning, revising, editing, and trying some new approaches.</td>
<td>Effectively develops writing as needed by planning, revising, editing, and trying some new approaches.</td>
<td>Develops writing as needed by planning, revising, and editing.</td>
<td>Insufficiently develops writing when by planning, revising, or editing.</td>
<td>Does not plan, revise or edit writing.</td>
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<td>W.5 W.6</td>
<td>Effectively develops and strengthens writing as needed by planning, revising, editing, and trying some new approaches.</td>
<td>Develops writing as needed by planning, revising, editing, and trying some new approaches.</td>
<td>Develops writing as needed by planning, revising, and editing.</td>
<td>Insufficiently develops writing when by planning, revising, or editing.</td>
<td>Does not plan, revise or edit writing.</td>
<td>Unable to use technology to...</td>
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<td>Effectively uses technology to produce, publish and share writing in response to on-going feedback as appropriate for the task.</td>
<td>Uses technology to produce, publish and share writing as appropriate for the task.</td>
<td>Able to use technology to produce, publish and share writing as needed.</td>
<td>May not use technology effectively to produce and publish.</td>
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**Holistic Score ________________________**