

Ellington High School – School-wide Rubric for Writing  
**CCSS Writing Standards – Argumentative and Informational Writing**

Criteria	Excellence 5	Approaching Excellence 4	Proficient 3	Approaching Proficient 2	Not Proficient 1
<b>Introduces Topics and Claims</b>  W.1a W.2a	With sophistication and skill does the following: <ul style="list-style-type: none"> <li>▪ Effectively introduces a specific, knowledgeable and significant claim <i>and/or</i></li> <li>▪ Effectively introduces a topic organizing complex ideas and concepts</li> <li>▪ Effectively orients the reader to topic(s) in introduction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effectively introduces a specific and significant claim <i>and/or</i></li> <li>▪ Clearly introduces a topic organizing complex ideas and concepts</li> <li>▪ Orient the reader to topic(s) in introduction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Able to clearly introduce a specific claim <i>and/or</i></li> <li>▪ a topic organizing ideas and concepts</li> <li>▪ Somewhat effectively orients the reader to topic(s) in introduction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adequately introduces a specific claim <i>and/or</i></li> <li>▪ a topic organizing most ideas and concepts</li> <li>▪ Adequately orients the reader to topic(s) in introduction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduces a claim or topic which may be unclear or not specific <i>and/or</i></li> <li>▪ Does not effectively orient the reader to topic(s) in introduction.</li> </ul>
<b>Development of Ideas and Supporting Evidence</b>  W.1b W.8 W.9	With sophistication and skill does the following: <ul style="list-style-type: none"> <li>▪ Effectively develops ideas, or claims and counterclaims, fairly and thoroughly, drawing from literary or informational texts.</li> <li>▪ Uses the most significant facts and relevant evidence to support complex ideas while considering the audience’s knowledge and/or biases.</li> <li>▪ Effectively integrates evidence and cites credible sources, avoiding plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effectively develops ideas, or claims &amp; counterclaims fairly, drawing from literary or informational texts.</li> <li>▪ Uses mostly well-chosen facts and relevant evidence to support ideas while beginning to consider the audience’s knowledge and biases.</li> <li>▪ Competently integrates and cites credible sources accurately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develops ideas, or claims &amp; counterclaims, drawing from literary or informational texts.</li> <li>▪ Uses sufficient facts and specific evidence to support ideas which are appropriate for the intended audience.</li> <li>▪ Adequately integrates information maintaining a flow of ideas, avoids plagiarism, and follows standards formats for citation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Somewhat able to develop most ideas, or state claims &amp; counterclaims.</li> <li>▪ Provides some evidence, and/or some irrelevant evidence to develop the topic. May not consider audience.</li> <li>▪ May ineffectively integrate information or cites source with some errors in formatting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to develop ideas, claims or counterclaims.</li> <li>▪ Provides inaccurate, little, or no evidence to support topic.</li> <li>▪ Does not use or cite sources or cites sources inaccurately.</li> </ul>
<b>Cohesion &amp; Organization of Ideas</b>  W.4 W.1c W. 2c W.1e	With sophistication and skill does the following: <ul style="list-style-type: none"> <li>▪ Produces a clear and coherent writing which effectively develops and organizes ideas appropriate to task, purpose &amp; audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Produces clear and coherent writing which effectively develops and organizes ideas appropriate to task, purpose and audience.</li> <li>▪ Uses words, phrases, and clauses to effectively link</li> </ul>	<ul style="list-style-type: none"> <li>▪ Produces mostly clear and coherent writing which organizes ideas appropriate to task, purpose and audience.</li> <li>▪ Uses words, phrases, and clauses to appropriately link the major sections of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Somewhat able to organize ideas appropriate to task, purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to organize ideas appropriate to task, purpose and audience.</li> <li>▪ Does not use transitions to link together ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Provides a meaningful and effective conclusion that supports information/analysis/ or arguments presented.</li> </ul>	<p>the major sections of the text and clarify relationships between ideas and evidence.</p> <ul style="list-style-type: none"> <li>▪ Provides an effective conclusion that supports information/ analysis or arguments presented.</li> </ul>	<p>the text and clarify relationships between ideas and evidence.</p> <ul style="list-style-type: none"> <li>▪ Provides a conclusion that supports information/analysis/or arguments presented.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses limited or formulaic transitions to link together ideas.</li> <li>▪ Provides a conclusion, but may only weakly articulate significance of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides an inadequate conclusion or omits conclusion.</li> </ul>
<p><b>Language &amp; Style</b></p> <p>W.1.d W.2.d W.2.e</p> <p>L.1 L.2 L.3</p>	<p>With sophistication and skill does the following:</p> <ul style="list-style-type: none"> <li>▪ Establishes and maintains a formal style and objective tone throughout the text.</li> <li>▪ Effectively uses precise language and domain-specific vocabulary appropriate for the topic.</li> <li>▪ Effectively uses complex and varied sentence structure.</li> <li>▪ Effectively demonstrates the use of Standard English conventions for grammar, spelling, and mechanics when writing (no or minimal errors).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effectively maintains a formal style and objective tone throughout the text.</li> <li>▪ Uses precise language and domain-specific vocabulary appropriate for the topic.</li> <li>▪ Uses complex and varied sentence structure.</li> <li>▪ Consistently demonstrates the use of Standard English conventions for grammar, spelling, and mechanics when writing (a few, minor errors).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Satisfactorily maintains a mostly formal style and objective tone.</li> <li>▪ Uses a sufficient amount of precise language and domain-specific vocabulary for the topic.</li> <li>▪ Uses some complex and varies some sentence structures.</li> <li>▪ While some errors may occur the overall writing demonstrates proficiency in the use of Standard English conventions for grammar, spelling, and mechanics when writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Somewhat uses a formal style and objective tone.</li> <li>▪ Uses some domain-specific vocabulary in writing.</li> <li>▪ Uses limited and/or repetitive sentence structure</li> <li>▪ Inconsistently demonstrates proficiency (many errors) in the use of Standard English conventions for grammar, spelling, and mechanics when writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not use a formal style and objective tone.</li> <li>▪ Uses limited or no domain-specific vocabulary in writing.</li> <li>▪ Mostly simple sentence structure used.</li> <li>▪ Multiple errors in grammar, spelling, and mechanics occur making the writing difficult to understand.</li> </ul>
<p><b>Writing Process and Production</b></p> <p>W.5 W.6</p>	<p>With sophistication and skill does the following:</p> <ul style="list-style-type: none"> <li>▪ Effectively develops and strengthens writing as needed by planning, revising, editing, and trying new approaches.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effectively develops and strengthens writing as needed by planning, revising, editing, and trying some new approaches.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develops writing as needed by planning, revising, and editing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Insufficiently develops writing when by planning, revising, or editing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not plan, revise or edit writing.</li> <li>▪ Unable to use technology to</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Effectively uses technology to produce, publish and share writing in response to on-going feedback as appropriate for the task.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses technology to produce, publish and share writing as appropriate for the task.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Able to use technology to produce, publish and share writing as needed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ May not use technology effectively to produce and publish.</li> </ul>	produce and publish writing.
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**Holistic Score** \_\_\_\_\_