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| --- | --- | --- | --- | --- |
|  | **Exceeding Standard****(4)** | **At Standard** **(3)** | **Approaching Standard** **(2)** | **Below Standard**  **(1)** |
| **Focus*** **RIT – 1**
* **W – 2**
 | * Demonstrates a strong understanding of topic/text(s)
 | * Demonstrates an understanding of topic/text(s)
 | * Demonstrates limited understanding of topic/text(s)
 | * Demonstrates little to no understanding of topic/text(s)
 |
| **Organization*** **W – 2a**
* **W – 2c**
* **W – 2e**
* **W – 4**
 | * Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion
* Logically groups related information into paragraphs or sections, including formatting
* Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information
 | * Organizes ideas and information into logical introductory, body, and concluding paragraphs
* Groups related information into paragraphs or sections, including formatting (e.g., headings)
* Uses linking words and phrases appropriately to connect ideas within categories of information
 | * Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion
* Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)
* Attempts to use some simplistic linking words to connect ideas
 | * Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion
* Does not group related information together
* Uses no linking words
 |
| **Support/ Evidence*** **RIT – 1**
* **W – 2b**
* **W – 8**
* **W – 9b**
 | * Skillfully uses relevant and substantial text support from the resources with accuracy
* Uses credible and varied sources
* Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples
 | * Uses relevant and sufficient text support from the resources with accuracy
* Uses credible sources
* Develops the topic with facts, definitions, concrete details, quotations, or other information and examples
 | * Uses mostly relevant text support but may lack sufficient evidence and/or accurate use
* Uses mostly credible sources
* Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples
 | * Does not use relevant or sufficient text support from the resources with accuracy
* Uses few to no credible sources
* Does not support opinion with facts, details, and/or reasons
 |
| **Language*** **L – 1**
* **L – 2**
* **W – 2c**
* **W – 2d**
 | * Uses purposeful and varied sentence structures
* Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability
* Links ideas within categories of information using words and phrases (e.g., another, for example, also, because) throughout student writing
* Utilizes precise and domain-specific vocabulary accurately throughout student writing
 | * Uses correct and varied sentence structures
* Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability
* Links ideas within categories of information using words and phrases (e.g., another, for example, also, because)
* Utilizes precise language and domain-specific vocabulary
 | * Uses some repetitive yet correct sentence structure
* Demonstrates some grade level appropriate conventions, but errors may interfere with the readability
* Links ideas within categories of information using words and phrases (e.g., another, for example, also, because) but minimally and/or inaccurately
* Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately
 | * Does not demonstrate sentence mastery
* Demonstrates limited understanding of grade level conventions, and errors interfere with the readability
* Does not link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
* Does not utilize precise language or domain-specific vocabulary
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