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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 |