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| Common Core State Standards  General Reference | 1 | 2 | 3 | 4 | 5 | 6 |
| CCSS -W:  2  2a  2b  4 | Generally lacks an opening and/or closing.  There is a minimal response to the topic with an uncertain focus or direction. | May lack an opening and/or closing.  Attempts to focus; however, may drift or shift focus. | Writing shows an attempt at an opening and/or closing.  Usually has a single focus. | Writing generally has an opening and/or closing.  It has a single focus.  Ideas are loosely connected and transitions are evident. | Writing shows both an opening and closing.  It has a single focus.  There is a sense of unity and coherence, key ideas developed. | Insightfully addresses all aspects of the prompt.  The writing introduces precise claim(s) in a clear thesis statement.  There is a single, distinct focus.  The writing is unified and coherent  It is well developed. |
| Organization and Content  CCSS – W:  2a  2c  2f  4 | No planning or organization is evident.  Transitions are lacking.  Details are random, inappropriate, or barely evident. | There is an attempt at organization.  There are few, if any, transitions between ideas.  Any details lack elaboration, or are simply listed. | The writing shows some lapses or flaws in organization.  It lacks some transitions between ideas.  The details are repetitious and /or unelaborated. | There is a progression of ideas in a loosely logical pattern.  The writing is moderately fluent, yet lacks cohesive transitions.  There is an attempt of compositional risk.  Details are evident, but maybe unevenly developed. | There is a progression of ideas, the writing shows elements of fluency and attempts cohesiveness.  Transitions are evident.  Compositional risks are attempted.  Details are evident. | There is a distinct logical progression of ideas  The writing is fluent and cohesive; transitions are effective.    Compositional risks are successful.  Details are appropriate, effective, varied, and pertinent. |
| CCSS -W:  2  2b  9  Development of Topic or Response | Provides inaccurate, little, or no evidence to support topic.  Does not use or cite sources.  Writing shows no and/or inaccurate understanding of topic or text. | The writing provides minimal and/or irrelevant evidence to develop the topic.  Incorrectly integrates/cites sources.  Shows limited or flawed understanding of topic or text. | The writing develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial.  Ineffectively integrates and cites sources.  It shows superficial understanding of topic or text. | The writing develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient.  Competently integrates and cites credible sources.  It shows competent understanding of topic or text. | Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial.  Effectively integrates and cites credible sources, as needed. | The writing shows insightful understanding of topic or text.  The writing uses persuasive and valid reasoning to connect evidence with claim(s). |
| CCSS – L:  1  2  3  4  CCSS -W:  4  Usage / Sentence Construction / Mechanics | Lacks sentence mastery (e.g., fragments/run-ons).  The writing contains serious and repetitive errors in grammatical structure.  The writing fails to use academic and subject-specific vocabulary clearly appropriate for the audience and purpose. | Uses limited and/or repetitive sentence structure.  The writing contains numerous errors in structure, which cause confusion.  Inadequately uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose. | Uses mostly correct and some varied sentence structure.  The writing contains some errors in structure, which may cause confusion.  Usually uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose. | Uses correct and varied sentence structure.  Contains few or, minor errors in grammatical structure.  Correctly uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose. | The writing shows the use of purposeful and varied sentence structure.  The writing demonstrates little to no errors in grammar, punctuation, spelling, capitalization.  Competently uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose. | Very few, if any errors demonstrated throughout the writing.    There is a highly proficient use of correct grammar, punctuation, spelling, and capitalization throughout the writing.  Strategically uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose. |