

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus CCSS -W: • 2a • 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/ Structure CCSS – W: • 2a • 2c • 2f • 4	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops complex topic(s) with relevant body paragraphs Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops complex topic(s) with relevant body paragraphs Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops topic(s) with relevant body paragraphs Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops topic(s) with minimal body paragraphs Provides a sense of closure, but may weakly articulate significance of the topic. Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Development CCSS -W: • 2 • 2b • 9	<ul style="list-style-type: none"> 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* Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources* Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to develop the topic appropriate to audience Ineffectively integrates and cites sources* Shows superficial understanding of topic or text 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience Incorrectly integrates or cites sources* Shows limited or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources* Shows no and/or inaccurate understanding of topic or text
Language CCSS – L**: • 1 • 2 • 2e • 3 • 4 CCSS-W • 4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

*if applicable

**please refer to CCSS Language Progressive Skills, by grade

ELA 9th/10th Rubric Alignment to CCSS

Strand	9 th /10 th CCSS-Aligned Standards
Writing	<p>1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a – 2c are not written on this document.)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turbian’s Manual for Writers</i>) appropriate for the discipline and writing type.