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| **CC**  **SS** | **4 – Excelling** | **3 – Meeting** | **2 – Approaching** | | **1 – Minimal Progress** | **NS** |
| W.  2.a | * Effectively introduces a topic or thesis statement. * Skillfully organizes complex ideas, concepts, and information to make important connections and distinctions * (Strategically includes formatting)\* | * Introduces a topic or thesis statement. * Organizes complex ideas, concepts, and information to make important connections and distinctions * (Includes formatting, e.g. headings, graphics, multimedia)\* | * Attempts to introduce a topic or thesis statement. * Organization of ideas, concepts, and information may be somewhat confusing. * (Minimally includes formatting)\* | | * Does not introduce a topic or provide a thesis statement. * Organization of ideas, concepts, and information may be illogical. * (Formatting is not useful)\* | Incoherent, Off-task, Illegible |
| W.  2.b | * Thoroughly develops the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. | * Develops the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. | * Minimally develops the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. | | * Does not sufficiently develop the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. |
| W.2.c | * Sophisticated use of appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts. | * Uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts. | * Limited and/or ineffective use of transitions to create cohesion and clarify the relationships among complex ideas and concepts. | | * Lacks transitions to create cohesion and clarify the relationships among complex ideas and concepts. |
| W.2.d | * Sophisticated use of precise language and domain-specific vocabulary to manage the complexity of the text. | * Uses precise language and domain-specific vocabulary to manage the complexity of the text. | * Minimal use of precise language and domain-specific vocabulary to manage the complexity of the text. | | * Lacks or inaccurately uses precise language and domain-specific vocabulary to manage the complexity of the text. |
| W.2.e | * Effectively establishes and consistently maintains a formal style and objective tone. | * Establishes and maintains a formal style and objective tone. | * Attempts to establish and maintain a formal style and objective tone. | | * Does not establish or maintain a formal style and objective tone. |
| W.2.f | * Insightfully provides a concluding statement or section that follows from and supports the information or explanation presented. | * Provides a concluding statement or section that follows from and supports the information or explanation presented. | * Provides a weak concluding statement or section that may or may not support the information or explanation presented. | | * Provides no concluding statement or section. |
|  | **\*(formatting is not necessarily applicable in on-demand pieces)**  **STUDENT’S HOLISTIC SCORE for the INFORMATIVE/EXPLANATORY WRITING, circle one: 4 3 2 1 NS** | | | | |
| L.1,2 | * Demonstrates use of effective and purposeful sentence structures. * Skillfully uses punctuation, capitalization, grammar usage, and spelling to enhance meaning. | * Purposeful sentence structures. * Appropriate use of punctuation, capitalization, grammar usage, and spelling. Minor errors do not interfere with meaning. | | * Some weakness in sentence structures.   Inconsistent use of punctuation, capitalization, grammar usage, and spelling. Errors somewhat interfere with meaning. | * Weak and/or confusing sentence structures. * Punctuation, capitalization, grammar usage, and spelling, errors interfere with meaning. |
|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** | | | | |  |