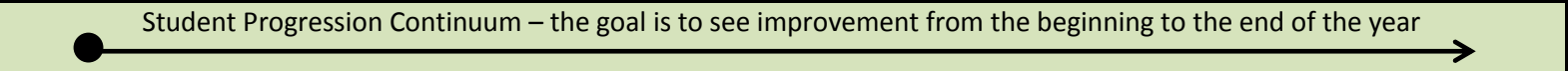


	0	1	2	3	4	Weighted Scores
	Student Progression Continuum – the goal is to see improvement from the beginning to the end of the year 					
Content Knowledge/ Understanding	No answer to prompt given.	There is minimal content knowledge with major errors and/or misunderstandings of the prompt.	Partially demonstrates content knowledge, but has minor errors and/or misunderstandings of the prompt.	Demonstrates surface content knowledge, demonstrates a basic understanding of the prompt.	Demonstrates and integrates in-depth and factual content knowledge. Fully addresses the prompt.	Multiply score by .4 ___ x .4 = _____
Evidence, Claims, and/or Counter Claims <i>*(as directed by the prompt)</i>	There is no evidence, and/or no claims or counter claims produced. No planning sheet used.	Attempts to develop the claim but information is inaccurate; provides minimal evidence, does not focus on document(s) OR <i>planning sheet used †</i>	Produces a claim, with partial evidence from document(s) to support the argument. Does not present a counter claim.*	Produces a claim with full evidence and introduces a counter claim* with evidence from the document(s) to support the argument.	Produces a claim and counter claim* with exhaustive text-specific evidence from document(s) to support the argument.	Multiply score by .4 ___ x .4 = _____
	Please see the Scoring Guide of the particular Quarterly Writing Assessment for a more detailed description of the Evidence/Claims/Counterclaims component for this element of the rubric.					
Organization/ Focus	There is no attempt to write the essay.	Answer is not evident; there is no established focus or organization. The essay may be one long paragraph with no introduction, body, or conclusion. Transitions are not used.	Answer is vague, lacks focus, and is loosely organized. Includes introduction, body and conclusion. Transitions are simplistic.	Answer is clear, but organization lacks a consistent focus. Includes introduction with thesis statement, body and conclusion. Transitions are appropriate.	Answer is clearly organized in a logical manner. Includes introduction with thesis statement, body and conclusion that readdresses the thesis. Transitions are sophisticated.	Multiply score by .1 ___ x .1 = _____
Conventions	There is no attempt to write the essay.	Tone is first person. Errors in spelling, sentence structure, punctuation, and capitalization throughout the essay. Errors interfere significantly with meaning and/or argument(s).	Tone fluctuates from first to third person. Errors in spelling, sentence structure, punctuation, and capitalization throughout the essay. Errors interfere with meaning and/or argument(s).	Tone is third person. Errors in spelling, sentence structure, punctuation, and capitalization throughout the essay. Errors do not interfere with meaning or argument(s).	Tone is third person. Few or no errors in spelling, sentence structure, punctuation and capitalization. Errors do not interfere with meaning or argument(s).	Multiply score by .1 ___ x .1 = _____
	0	1	2	3	4	Final Score _____
Transitions	<i>Simplistic:</i> first, next, last, to begin, to conclude, then, also, in addition		<i>Appropriate:</i> furthermore, moreover, on the contrary, evidently, despite, specifically, by comparison, to illustrate/demonstrate, previously		<i>Sophisticated:</i> alternatively, subsequently, incidentally, concurrently, conversely, consequently, notwithstanding	