[CCSS.ELA-Literacy.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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| **Description** | **5 (A)** | **4 (B)** | **3 (C)** | **2 (D)** | **1 (F)** |
| **Claim**  The thesis/claim focuses on a topic to inform a reader with ideas, concepts, or information. | * The thesis/ claim skillfully focuses on a topic that informs the reader with complex ideas, concepts or information. | * The thesis/ claim clearly focuses on a topic that informs the reader with ideas, concepts or information. | * The thesis/ claim focuses on a topic that informs the reader with ideas, concepts or information. | * The thesis ineffectively attempts to focus on a topic that informs the reader with ideas, concepts or information. | * The thesis/ claim cannot be easily identified or is missing. |
| **Development/ Organization \***  The response presents relevant facts, definitions, concrete details, quotations, and/or examples.  The response uses appropriate and varied transitions to link the major sections of the text and clarify the relationships among complex ideas and concepts. | * The writing skillfully introduces the topic. * Skillfully organizes complex ideas, concepts and/or information to create a cohesive response. * Skillfully uses transitional words and phrases. * Provides an exceptional conclusion. | * The writing effectively introduces the topic. * Effectively organizes complex ideas, concepts and/or information to create a cohesive response. * Consistently uses transitional words and phrases. * Provides an effective conclusion. | * The writing introduces the topic. * Organizes complex ideas, concepts and/or information to create a cohesive response. * Uses some transitional words and phrases. * Provides a conclusion. | * The writing ineffectively or inconsistently attempts to introduce the topic. * Inconsistent or ineffective attempt to organize complex ideas, concepts and/or information to create a cohesive response. * Minimal use of transitional words and phrases. * The writing ineffectively attempts to provide a conclusion. | * Little attempt to introduce the topic. * Minimal to no attempt to organize complex ideas, concepts and/or information to create a cohesive response. * No use of transitional words and phrases. * The writing does not provide a conclusion. |
| **Research**  The response utilizes appropriate academic and credible resources.  The response includes discipline specific requirements IE APA, MLA | * Skillfully uses evidence and/or relevant and significant research from credible and academic resources. * Uses correct MLA/APA as well as in-text citations without errors. | * Effectively uses evidence and/or relevant and sufficient research from credible and academic resources. * Uses correct MLA/APA as well as in-text citations with few errors. | * Uses some evidence and/or relevant research from credible and academic resources. * Uses correct MLA/APA as well as in-text citations with some errors. | * Ineffectively attempts to use evidence and/or relevant research from credible and academic resources. * Uses MLA/APA as well as in-text citations with several errors. | * Little to no attempt to use evidence and/or relevant research from credible and academic resources. * Uses MLA/APA as well as in-text citations with many major errors. |
| **Language, Style & Conventions**  The response demonstrates command of standard English conventions of usage and mechanics. | * Skillfully employs language and tone appropriate to audience and purpose. * The response demonstrates exceptional control of grammar, usage, punctuation, sentence structure and spelling. | * Effectively employs language and tone appropriate to audience and purpose. * The response demonstrates consistent control of grammar, usage, punctuation, sentence structure and spelling. | * Employs language and tone appropriate to audience and purpose. * The response demonstrates control of grammar, usage, punctuation, sentence structure and spelling. | * Demonstrates some control of language and tone appropriate to audience and purpose. * The response demonstrates some control of grammar, usage, punctuation, sentence structure and spelling. | * Demonstrates little control of language and tone appropriate to audience and purpose. * The response demonstrates little control of grammar, usage, punctuation, sentence structure and spelling. |

Comments: Score/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_