**CLEAR RUBRIC—5 POINT SCALE**

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| **Standard** | **Criteria** | **Proficient**  **(4)** | **Satisfactory**  **(3)** | **Beginning**  **(2)** | **Unsatisfactory**  **(1)** | **Exceptional**  **(5)** |
| **W2a:**  **INTRO. AND ORGANIZATION**  ***Claim*** | Have I written a claim that restates the prompt and sets the stage for the organization of my paragraphs?  Are my paragraphs organized?  Do the ideas flow logically? | Introduces an idea clearly using a claim that restates the prompt, organizes ideas, and establishes formatting.  \* The phrasing used in the question is used in the claim and the author's name and title of work is referenced. | Follows most criteria for introducing a claim that restates the prompt, organizes ideas, and establishes some formatting.  \* The phrasing used in the question is used in the claim. | Some evidence of introducing idea clearly using a claim that restates the prompt, organizing ideas, and establishing formatting.  \*Phrasing from the question is not used but the question is answered. | Unable to introduce an idea clearly using a claim that restates the prompt, organizes ideas, and/or establishes formatting. | Introduces a complex  idea clearly, previewing  what is to follow. |
| **W2c:**  **TRANSITIONS**  ***Lead to*** | Have I used transitions to connect the events?  Have I used a variety of connections (i.e. importance, cause & effect, etc.)?  Do my transitions lead the reader smoothly through my paragraphs? | Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | Most transitions used are varied to create cohesion and clarify the relationships among ideas and concepts | Some evidence of using appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  \*May not have a variety of transitions.  OR  \*May not clarify or connect ideas from one paragraph to the next | Unable to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | Uses appropriate and  varied transitions to link  the major sections of the  text. Create cohesion,  and clarify the relationships  among complex  ideas and concepts. |
| **W2b:**  **IDEAS & INTERPRETATION**  ***Evidence***  ***and***  ***Analysis*** | Do I have the required amount of evidence to support my claim?  Is the text evidence I chose to support my claim relevant and accurate?  Have I explained how my text evidence supports my claim? | Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, interpretations, or other information and examples. | Most of the relevant, well-chosen facts, definitions, concrete details, quotations, interpretations, or other information and examples help to develop the topic.  \*May not have required amount of evidence OR a thorough enough analysis connected to the claim. | Some evidence developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, interpretations, or other information and examples.  \*May only have 1 piece of evidence OR is missing the analysis for the text evidence given. | Unable to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, interpretations, or other information and examples. | Develops the topic with  relevant, well chosen, and  sufficient facts, extended  definitions, concrete  details, quotations,  interpretations, or other  information and examples. |
| **W2f:**    **CONCLUDING STATEMENT**  ***Revisit Claim*** | Does my conclusion reiterate the point I made in my claim, using different word choice/phrasing?  Do I use one of the “end strategies” presented in class in the conclusion? | Provides a concluding statement or section that follows from and supports the claim, information, and analysis presented. | Provides a concluding statement or section that follows from and supports the claim, information, and analysis presented but may not extend my thinking.  \*The restatement of the claim may be all that is included. | Some evidence of providing a concluding statement or section that follows from and supports the claim, information, and analysis presented.  \*A concluding statement that does nothing more than end the response. | Unable to provide a concluding statement or section that follows from and supports the claim, information, and analysis presented. | Provides a concluding  statement or section that  follows from and supports  the claim, information, and  analysis presented.  Articulates implications  or the significance of the  topic.  Creates new  understanding for the  reader. |