**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.  |