

Criteria	Score Point 4 Exceeds the Standard <b>Meets all criteria of score point 3</b>	Score Point 3 Meets the Standard	Score Point 2 Approaching the Standard	Score Point 1 Not at Standard	Score Point .5 Little evidence
<b>Focus</b>	<b>Skillfully</b> introduces a claim in a focus/thesis.	-Provides a <b>clear</b> focus/thesis that asserts a claim about the text as it relates to the prompt when provided.	-Provides a <b>weak</b> focus/thesis that asserts a claim about the text and/or prompt.	-Provides a focus/thesis that <b>does not respond</b> to the text and/or prompt.	- <b>Does not</b> provide a focus/thesis.
<b>Context</b>	<b>Skillfully</b> selects and summarizes key ideas that engage the reader.	-Establishes context by selecting and summarizing key ideas that sets up the evidence to support the claim.	- <b>Attempts</b> to establish context by selecting and summarizing some ideas that sets up the evidence to support the claim.	- <b>Minimally/excessively</b> establishes context that does not accurately support the claim.	-Does not have context.
<b>Evidence</b>	-Provides <b>strong and/or thorough</b> text evidence that proves/supports the claim in the focus/thesis.	-Provides <b>direct*</b> text evidence that <b>proves/supports</b> the claim of the focus/thesis.	-Provides <b>direct</b> text evidence that may <b>not clearly prove/support</b> the claim of the focus/thesis.	-Provides <b>direct</b> text evidence that <b>does not prove/support</b> the claim of the focus/thesis.	-Does not provide <b>direct</b> text evidence.
<b>Analysis</b>	Uses reasoning that thoroughly and/or <b>provocatively</b> explains how the evidence proves/supports the claim.	-Uses reasoning that <b>effectively</b> explains how the evidence proves/supports the claim.	-Uses reasoning that <b>minimally</b> explains how the evidence proves/supports the claim.	-Uses reasoning that is <b>flawed</b> .	-Does not use reasoning to explain how the evidence proves/supports the claim.
<b>Written Expression</b>	-Sophisticated sentence structure and distinctive language. - Word choice is precise and descriptive.	-Written in a logical sequence that shows a unity of ideas. -Sentence structure is varied. -Word choice is appropriate.	-Attempts to write in a logical sequence. -Basic sentence structure that may include a fragment and/or a run-on sentence.	-Lacks logical sequence. -Poor sentence structure.	-Writing is incoherent.
<b>TIERED RATING</b>					
<b>EXCEEDS</b>		<b>MEETS</b>		<b>APPROACHING</b>	
16-20		13-15		9-12	
				<b>BELOW</b>	
				2.5-8	

**\*\*"Direct"** indicates that the student has written word for word the evidence from the text. For this work we do not want them to paraphrase the evidence. The student is learning how to cite direct evidence.

CCSS- W-1a, 1b, 1c, 1d, 1e 2a, 2b,2c, 2d, 2e, 2f, 4, 5, 9a, 9b; L-2a, 2b, 3a