

Ellington High School
Academic 21st Century learning Expectation School-wide Rubric

Ellington High School Students:

Write Effectively					
Criteria	Excellence 5	Approaching Excellence 4	Proficient 3	Approaching Proficient 2	Not Proficient 1
Introduces Topics and Claims W.1a W.2a	With sophistication and skill does the following: <ul style="list-style-type: none"> ▪ Effectively introduces a specific, knowledgeable and significant claim <i>and/or</i> ▪ Effectively introduces a topic organizing complex ideas and concepts ▪ Effectively orients the reader to topic(s) in introduction. 	<ul style="list-style-type: none"> ▪ Effectively introduces a specific and significant claim <i>and/or</i> ▪ Clearly introduces a topic organizing complex ideas and concepts ▪ Orient the reader to topic(s) in introduction. 	<ul style="list-style-type: none"> ▪ Able to clearly introduce a specific claim <i>and/or</i> ▪ a topic organizing ideas and concepts ▪ Somewhat effectively orients the reader to topic(s) in introduction. 	<ul style="list-style-type: none"> ▪ Adequately introduces a specific claim <i>and/or</i> ▪ a topic organizing most ideas and concepts ▪ Adequately orients the reader to topic(s) in introduction. 	<ul style="list-style-type: none"> ▪ Introduces a claim or topic which may be unclear or not specific <i>and/or</i> ▪ Does not effectively orient the reader to topic(s) in introduction.
Development of Ideas and Supporting Evidence W.1b W.8 W.9	With sophistication and skill does the following: <ul style="list-style-type: none"> ▪ Effectively develops ideas, or claims and counterclaims, fairly and thoroughly, drawing from literary or informational texts. ▪ Uses the most significant facts and relevant evidence to support complex ideas while considering the audience’s knowledge and/or biases. ▪ Effectively integrates evidence and cites credible sources, avoiding plagiarism. 	<ul style="list-style-type: none"> ▪ Effectively develops ideas, or claims & counterclaims fairly, drawing from literary or informational texts. ▪ Uses mostly well-chosen facts and relevant evidence to support ideas while beginning to consider the audience’s knowledge and biases. ▪ Competently integrates and cites credible sources accurately. 	<ul style="list-style-type: none"> ▪ Develops ideas, or claims & counterclaims, drawing from literary or informational texts. ▪ Uses sufficient facts and specific evidence to support ideas which are appropriate for the intended audience. ▪ Adequately integrates information maintaining a flow of ideas, avoids plagiarism, and follows standards formats for citation. 	<ul style="list-style-type: none"> ▪ Somewhat able to develop most ideas, or state claims & counterclaims. ▪ Provides some evidence, and/or some irrelevant evidence to develop the topic. May not consider audience. ▪ May ineffectively integrates information or cites source with some errors in formatting. 	<ul style="list-style-type: none"> ▪ Unable to develop ideas, claims or counterclaims. ▪ Provides inaccurate, little, or no evidence to support topic. ▪ Does not use or cite sources or cites sources inaccurately.
Cohesion & Organization of Ideas W.4 W.1c W. 2c W.1e	With sophistication and skill does the following: <ul style="list-style-type: none"> ▪ Produces a clear and coherent writing which effectively develops and organizes ideas appropriate to task, purpose & audience. ▪ Uses words, phrases, and clauses to strategically link the major sections of the text and clarify relationships between complex ideas and evidence, 	<ul style="list-style-type: none"> ▪ Produces clear and coherent writing which effectively develops and organizes ideas appropriate to task, purpose and audience. ▪ Uses words, phrases, and clauses to effectively link the major sections of the text and clarify relationships between ideas and evidence. 	<ul style="list-style-type: none"> ▪ Produces mostly clear and coherent writing which organizes ideas appropriate to task, purpose and audience. ▪ Uses words, phrases, and clauses to appropriately link the major sections of the text and clarify relationships between ideas and evidence. 	<ul style="list-style-type: none"> ▪ Somewhat able to organize ideas appropriate to task, purpose and audience. ▪ Uses limited or formulaic transitions to link together ideas. 	<ul style="list-style-type: none"> ▪ Unable to organize ideas appropriate to task, purpose and audience. ▪ Does not use transitions to link together ideas.

	<p>including claims and counterclaims in argumentative writing.</p> <ul style="list-style-type: none"> Provides a meaningful and effective conclusion that supports information/analysis/ or arguments presented. 	<ul style="list-style-type: none"> Provides an effective conclusion that supports information/ analysis or arguments presented. 	<ul style="list-style-type: none"> Provides a conclusion that supports information/analysis/or arguments presented. 	<ul style="list-style-type: none"> Provides a conclusion, but may only weakly articulate significance of the topic. 	<ul style="list-style-type: none"> Provides an inadequate conclusion or omits conclusion.
<p>Language & Style</p> <p>W.1.d W.2.d W.2.e</p> <p>L.1 L.2 L.3</p>	<p>With sophistication and skill does the following:</p> <ul style="list-style-type: none"> Establishes and maintains a formal style and objective tone throughout the text. Effectively uses precise language and domain-specific vocabulary appropriate for the topic. Effectively uses complex and varied sentence structure. Effectively demonstrates the use of Standard English conventions for grammar, spelling, and mechanics when writing (no or minimal errors). 	<ul style="list-style-type: none"> Effectively maintains a formal style and objective tone throughout the text. Uses precise language and domain-specific vocabulary appropriate for the topic. Uses complex and varied sentence structure. Consistently demonstrates the use of Standard English conventions for grammar, spelling, and mechanics when writing (a few, minor errors). 	<ul style="list-style-type: none"> Satisfactorily maintains a mostly formal style and objective tone. Uses a sufficient amount of precise language and domain-specific vocabulary for the topic. Uses some complex and varies some sentence structures. While some errors may occur the overall writing demonstrates proficiency in the use of Standard English conventions for grammar, spelling, and mechanics when writing. 	<ul style="list-style-type: none"> Somewhat uses a formal style and objective tone. Uses some domain-specific vocabulary in writing. Uses limited and/or repetitive sentence structure Inconsistently demonstrates proficiency (many errors) in the use of Standard English conventions for grammar, spelling, and mechanics when writing. 	<ul style="list-style-type: none"> Does not use a formal style and objective tone. Uses limited or no domain-specific vocabulary in writing. Mostly simple sentence structure used. Multiple errors in grammar, spelling, and mechanics occur making the writing difficult to understand.
<p>Writing Process and Production</p> <p>W.5 W.6</p>	<p>With sophistication and skill does the following:</p> <ul style="list-style-type: none"> Effectively develops and strengthens writing as needed by planning, revising, editing, and trying new approaches. Effectively uses technology to produce, publish and share writing in response to on-going feedback as appropriate for the task. 	<ul style="list-style-type: none"> Effectively develops and strengthens writing as needed by planning, revising, editing, and trying some new approaches. Uses technology to produce, publish and share writing as appropriate for the task. 	<ul style="list-style-type: none"> Develops writing as needed by planning, revising, and editing. Able to use technology to produce, publish and share writing as needed. 	<ul style="list-style-type: none"> Insufficiently develops writing when by planning, revising, or editing. May not use technology effectively to produce and publish. 	<ul style="list-style-type: none"> Does not plan, revise or edit writing. Unable to use technology to produce and publish writing.

Holistic Score _____