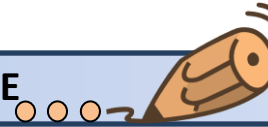


THE RESPONSE



Focus & Organization

<input type="checkbox"/> Introduces and clearly maintains a topic throughout the work (W.9-10.2a)	<input type="checkbox"/> Introduces and adequately maintains a focus on the topic throughout the work (W.9-10.2a)	<input type="checkbox"/> Introduces a claim, but does not maintain a focus on the topic throughout the work (W.9-10.2a)	<input type="checkbox"/> Does not introduce a topic (W.9-10.2a)
<input type="checkbox"/> Consistently and thoroughly organizes complex ideas, concepts, and information to make important connections and distinctions (W.9-10.2a)	<input type="checkbox"/> Often organizes complex ideas, concepts and information to make important connections and distinctions (W.9-10.2a)	<input type="checkbox"/> Occasionally organizes complex ideas, concepts and information to make important connections and distinctions (W.9-10.2a)	<input type="checkbox"/> Does not organize complex ideas, concepts and information (W.9-10.2a)
<input type="checkbox"/> Effectively uses formatting to aid the organization of complex ideas, concepts and information (W.9-10.2a)	<input type="checkbox"/> Somewhat uses formatting to aid the organization of complex ideas, concepts and information (W.9-10.2a)	<input type="checkbox"/> Loosely uses formatting to aid the organization of complex ideas, concepts and information (W.9-10.2a)	<input type="checkbox"/> Does not use formatting to aid the organization (W.9-10.2a)
<input type="checkbox"/> Uses appropriate and varied words, phrases and clauses (transitions) to consistently and effectively link major sections and to create cohesion (W.9-10.2c)	<input type="checkbox"/> Uses appropriate and varied words, phrases and clauses (transitions) to often link major sections and to create cohesion (W.9-10.2c)	<input type="checkbox"/> Uses appropriate and varied words, phrases and clauses (transitions) to occasionally link major sections and to create cohesion (W.9-10.2c)	<input type="checkbox"/> Does not use appropriate and varied words, phrases, and clauses to create cohesion (W.9-10.2c)
<input type="checkbox"/> Provides a clear concluding statement or section that follows the information or explanation presented (W.9-10.2f)	<input type="checkbox"/> Provides an adequate concluding statement or section that follows information or explanation presented (W.9-10.2f)	<input type="checkbox"/> Provides a minimal concluding statement or section that follows the information or explanation presented (W.9-10.2f)	<input type="checkbox"/> Does not have a concluding statement or section (W.9-10.2f)
<input type="checkbox"/> Sustains clear and coherent development, organization and style appropriate to task, purpose and audience (W.9-10.ELA and HST.4)	<input type="checkbox"/> Inconsistently sustains clear and coherent development, organization and style appropriate to task, purpose and audience (W.9-10.ELA and HST.4)	<input type="checkbox"/> Infrequently sustains clear and coherent development, organization and style appropriate to task, purpose and audience (W.9-10.ELA and HST.4)	<input type="checkbox"/> Does not sustain development, organization, and style appropriate to task, purpose, and audience (W.9-10.ELA and HST.4)
<input type="checkbox"/> Consistently maintains the flow of ideas by integrating relevant information into the text (W.9-10.ELA and HST.8)	<input type="checkbox"/> Often maintains the flow of ideas by integrating relevant information into the text (W.9-10.ELA and HST.8)	<input type="checkbox"/> Occasionally maintains the flow of ideas by integrating relevant information into the text (W.9-10.ELA and HST.8)	<input type="checkbox"/> Does not integrate relevant information to maintain a flow of ideas (W.9-10.ELA and HST.8)

Evidence & Elaboration	<input type="checkbox"/> Integrates well-chosen and relevant graphics and multimedia when appropriate to aid comprehension (W.9-10.2a)	<input type="checkbox"/> Integrates adequate graphics and multimedia when appropriate to aid comprehension (W.9-10.2a)	<input type="checkbox"/> Integrates unclear or irrelevant graphics and multimedia when appropriate to aid comprehension (W.9-10.2a)	<input type="checkbox"/> Does not include graphics and multimedia to aid comprehension (W.9-10.2a)
	<input type="checkbox"/> Clearly develops the topic in an audience-appropriate manner with well-chosen, relevant, and sufficient information and examples (facts, extended definitions, concrete details, and quotations) (W.9-10.2b)	<input type="checkbox"/> Adequately develops the topic in an audience-appropriate manner with well-chosen, relevant and sufficient information and examples (facts, extended definitions, concrete details, and quotations) (W.9-10.2b)	<input type="checkbox"/> Minimally develops the topic in an audience-appropriate manner with relevant and sufficient information and examples (facts, extended definitions, concrete details, and quotations) (W.9-10.2b)	<input type="checkbox"/> Does not develop the topic with appropriate information and examples (W.9-10.2b)
	<input type="checkbox"/> Consistently uses appropriate and varied words, phrases, and clauses (transitions) to clarify the relationships among complex ideas and concepts (W.9-10.2c)	<input type="checkbox"/> Often uses appropriate and varied words, phrases, and clauses (transitions) to clarify the relationships among complex ideas and concepts (W.9-10.2c)	<input type="checkbox"/> Occasionally uses appropriate and varied words, phrases, and clauses (transitions) to clarify the relationships among complex ideas and concepts (W.9-10.2c)	<input type="checkbox"/> Does not use appropriate and varied words, phrases, and clauses to clarify relationships (W.9-10.2c)
	<input type="checkbox"/> Provides a concluding statement or section that strongly supports the information or explanation presented (e.g. articulating implications or the significance of the topic) (W.9-10.2f)	<input type="checkbox"/> Provides a concluding statement or section that adequately supports the information or explanation presented (W.9-10.2f)	<input type="checkbox"/> Provides a concluding statement or section that weakly supports the information or explanation presented (W.9-10.2f)	<input type="checkbox"/> Concluding statement does not support the information or explanation presented (W.9-10.2f)
	<input type="checkbox"/> Clearly integrates information from multiple, authoritative, discipline-appropriate texts in order to support analysis, reflection, and research while avoiding plagiarism. (W.9-10.8-9)	<input type="checkbox"/> Adequately integrates information from texts in order to support analysis, reflection and research while avoiding plagiarism (W.9-10.8-9)	<input type="checkbox"/> Minimally integrates information from texts in order to support analysis, reflection, and research while avoiding plagiarism (W.9-10.8-9)	<input type="checkbox"/> Information from texts does not support the topic analysis, reflection and research (W.9-10.8-9) <input type="checkbox"/> Work contains plagiarism (W.9-10.8-9)

Style	<input type="checkbox"/> Consistently and accurately integrates precise language and domain-specific vocabulary: <input type="checkbox"/> to manage the complexity of the topic (W.9-10.2d) <input type="checkbox"/> to convey a style appropriate to the discipline and context as well as to the expertise of likely readers (W.9-10.HST.2d)	<input type="checkbox"/> Often integrates precise language and domain-specific vocabulary: <input type="checkbox"/> to manage the complexity of the topic (W.9-10.2d) <input type="checkbox"/> to convey a style appropriate to the discipline and context as well as to the expertise of likely readers (W.9-10.HST.2d)	<input type="checkbox"/> Occasionally integrates precise language and domain-specific vocabulary: <input type="checkbox"/> to manage the complexity of the topic (W.9-10.2d) <input type="checkbox"/> to convey a style appropriate to the discipline and context as well as to the expertise of likely readers (W.9-10.HST.2d)	<input type="checkbox"/> Does not integrate precise language and domain-specific vocabulary (W.9-10.HST.2d)
	<input type="checkbox"/> Clearly establishes and maintains a formal style and objective tone in a manner that is appropriate to discipline, task, purpose and audience. (W.9-10.2e and W.9-10.4)	<input type="checkbox"/> Often establishes and maintains a formal style and objective tone in a manner that is appropriate to discipline, task, purpose and audience (W.9-10.2e and W.9-10.4)	<input type="checkbox"/> Minimally establishes, but does not maintain a formal style and objective tone in a manner that is appropriate to discipline, task, purpose and audience (W.9-10.2e and W.9-10.4)	<input type="checkbox"/> Does not establish a formal style and objective tone appropriate to discipline, task, purpose and audience (W.9-10.2e and W.9-10.4)
	<input type="checkbox"/> Purposefully and effectively uses sentence structure, verb tense and punctuation to support the information or explanation presented to establish tone and mood, and add clarity (W.8.4, L.8.3, L.8.1d *)	<input type="checkbox"/> Adequately uses sentence structure, verb tense and punctuation to support the information or explanation presented, establish tone and mood, and add clarity (W.8.4, L.8.3, L.8.1d *)	<input type="checkbox"/> Minimally uses sentence structure, verb tense and punctuation to support the information or explanation presented, establish tone and mood, and add clarity (W.8.4, L.8.3, L.8.1d *)	<input type="checkbox"/> Does not use sentence structure, verb tense and punctuation to support the information or explanation presented, tone, and mood and to add clarity (W.8.4, L.8.3, L.8.1d *)
Conventions	<input type="checkbox"/> Demonstrates a strong command of the conventions of Standard English grammar (e.g. capitalization, punctuation, spelling) and usage (e.g. verb tense) (L.9-10.1-2)	<input type="checkbox"/> Demonstrates an adequate command of the conventions of Standard English grammar and usage (L.9-10.1-2)	<input type="checkbox"/> Demonstrates a weak demonstration of the conventions of Standard English grammar and usage (L.9-10.1-2)	<input type="checkbox"/> Does not demonstrate command of Standard English grammar and usage (L.9-10.1-2)
	<input type="checkbox"/> Consistently follows a standard format for citation to avoid plagiarism. (W.9-10.8)	<input type="checkbox"/> Often follows a standard format for citation to avoid plagiarism. (W.9-10.8)	<input type="checkbox"/> Occasionally follows a standard format for citation to avoid plagiarism. (W.9-10.8)	<input type="checkbox"/> Does not include citations or is plagiarized. (W.9-10.8)

*There is no comparable language in the 9-10 standards. This language was inserted to ensure consistency from 8th grade to 12th grade.