

| Area of Evaluation                         | Advanced (4)   | Proficient (3)   | Approaching Proficient (2)  | Far Below Proficient (1)   |
|--|--|--|---|--|
| <b>Making the Claim</b><br>11-12.W.1a      | <p>*Insightfully addresses all aspects of the prompt</p> <p>*Introduces artful, precise, and knowledgeable claim(s) in a sophisticated thesis statement</p> <p>*Convincingly establishes significance of claim with supporting evidence</p>  | <p>*Competently addresses all aspects of the prompt</p> <p>*Introduces precise, knowledgeable claim(s) in a clear thesis statement</p> <p>*Competently establishes significance of claim with supporting evidence</p>  | <p>*Partially addresses aspects of the prompt</p> <p>*Introduces superficial or flawed claim(s) in a weak thesis statement</p> <p>*Establishes significance of claim with opinions or unconvincing evidence</p>   | <p>*Minimally addresses some aspect of the prompt</p> <p>*Fails to introduce a relevant claim and/or lacks a thesis statement</p> <p>*Fails to establish significance of claim</p>   |
| <b>Supporting the Claim</b><br>11-12.W.1b  | <p>*Provides substantial and pertinent evidence to support claim(s)</p> <p>*Seamlessly and effectively integrates and cites credible sources and/or text evidence</p> <p>*Convincingly refutes specific counterclaim(s)</p>  | <p>*Provides sufficient and relevant evidence to support claim(s)</p> <p>*Competently integrates and cites credible sources and/or text evidence</p> <p>*Competently refutes specific counter-claim(s)</p>   | <p>*Provides minimal and/or irrelevant evidence to support claim(s)</p> <p>*Incorrectly integrates or cites sources and/or text evidence that may not be logical</p> <p>*Acknowledges alternate or opposing claim(s)</p>  | <p>*Provides inaccurate, little, or no evidence to support claim(s)</p> <p>*Does not use or cite sources and/or text evidence</p> <p>*Fails to acknowledge alternate or opposing claim(s)</p>  |
| <b>Organizing the Claim</b><br>11-12.W.1a  | <p>*Skillfully orients reader to topic(s) in introduction</p> <p>*Meticulously develops claim(s) with relevant body paragraphs</p> <p>*Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs</p> <p>*Includes purposeful and logical progression of ideas from beginning to end</p> | <p>*Orients reader to topic(s) in introduction</p> <p>*Thoroughly develops claim(s) with relevant body paragraphs</p> <p>*Creates cohesion through linking words, phrases, and clauses within and between paragraphs</p> <p>*Includes logical progression of ideas from beginning to end</p> | <p>*Inadequately orients reader to topic(s) in introduction</p> <p>*Inadequately develops claim(s) with minimal body paragraphs</p> <p>*Uses limited and/or inappropriate linking words, phrases, or clauses</p> <p>*Includes uneven progression of ideas from beginning to end</p> | <p>*Fails to orient reader to topic(s) in introduction or introduction is missing</p> <p>*Fails to develop claim(s) with body paragraphs</p> <p>*Uses few or no linking words, phrases, or clauses</p> <p>*Includes little or no discernible organization of ideas</p> |
| <b>Analysis of the Claim</b><br>11-12.W.1b | <p>*Shows insightful understanding of topic/text</p> <p>*Uses persuasive and valid reasoning to connect evidence with claim(s)</p> <p>*Shows advanced insight into potential audience bias and sophistication/lack of sophistication with claim</p>  | <p>*Shows competent understanding of topic/text</p> <p>*Uses valid reasoning to connect evidence with claim(s)</p> <p>*Shows insight into potential audience bias and sophistication/lack of sophistication with claim</p>   | <p>*Shows limited understanding of topic/text</p> <p>*Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</p> <p>*Shows limited awareness of potential audience bias and sophistication/lack of sophistication with claim</p>                        | <p>*Shows no understanding of topic/text</p> <p>*Reasoning is missing or does not connect evidence with claim(s)</p> <p>*Shows no awareness of the audience</p>  |

