<table>
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<th>Score of 4</th>
<th>Score of 3</th>
<th>Score of 2</th>
<th>Score of 1</th>
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<tr>
<td><strong>Reading/Research</strong>&lt;br&gt;2 x ___</td>
<td>The writing –&lt;br&gt;• makes effective use of available resources&lt;br&gt;• effectively uses relevant and sufficient text support from the resources with accuracy&lt;br&gt; • effectively uses credible sources*</td>
<td>The writing –&lt;br&gt;• makes adequate use of available resources&lt;br&gt; • uses relevant and sufficient text support from the resources with accuracy&lt;br&gt; • uses credible sources*</td>
<td>The writing –&lt;br&gt;• makes limited use of available resources&lt;br&gt; • inconsistently uses relevant and sufficient text support from the resources with accuracy&lt;br&gt; • inconsistently uses credible sources*</td>
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<td><strong>Development</strong>&lt;br&gt;3 x ___</td>
<td>The writing –&lt;br&gt;• addresses all aspects of the writing task with a tightly focused and detailed response&lt;br&gt; • skillfully integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism&lt;br&gt; • develops the topic skillfully and thoroughly using the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples; i.e., maps, charts, tables, surveys, lab reports, demographic data</td>
<td>The writing –&lt;br&gt;• addresses the writing task with a focused response&lt;br&gt; • integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism&lt;br&gt; • develops the topic thoroughly using the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples; i.e., maps, charts, tables, surveys, lab reports, demographic data</td>
<td>The writing –&lt;br&gt;• addresses the writing task with an inconsistent focus&lt;br&gt; • inconsistently integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism&lt;br&gt; • inconsistently develops the topic using the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples; i.e., maps, charts, tables, surveys, lab reports, demographic data</td>
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<td><strong>Organization</strong>&lt;br&gt;2 x ___</td>
<td>The writing –&lt;br&gt;• effectively introduces the topic&lt;br&gt; • effectively organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole&lt;br&gt; • effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts&lt;br&gt; • provides an effective concluding statement or a section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)&lt;br&gt; • skillfully uses technology, including the internet, to produce and publish writing*</td>
<td>The writing –&lt;br&gt;• introduces the topic&lt;br&gt; • organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole&lt;br&gt; • uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts&lt;br&gt; • provides a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)&lt;br&gt; • uses technology, including the internet, to produce and publish writing*</td>
<td>The writing –&lt;br&gt;• introduces the topic&lt;br&gt; • organizes ideas, concepts, and information in a manner that may lack cohesion (ideas may be rambling and/ or repetitive)&lt;br&gt; • inconsistently uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts&lt;br&gt; • inconsistently provides a concluding statement or section&lt;br&gt; • inconsistently uses technology, including the internet, to produce and publish writing*</td>
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<td><strong>Language/Convention</strong>&lt;br&gt;1 x ___</td>
<td>The writing –&lt;br&gt;• demonstrates an exemplary command of standard English conventions&lt;br&gt; • skillfully employs language and tone appropriate to audience and purpose&lt;br&gt; • has sentences that are skillfully constructed with appropriate variety in length and structure&lt;br&gt; • follows standard format for citation with few errors*</td>
<td>The writing –&lt;br&gt;• demonstrates a command of standard English conventions; errors do not interfere with understanding&lt;br&gt; • employs language and tone appropriate to audience and purpose&lt;br&gt; • has sentences that are generally complete with sufficient variety in length and structure&lt;br&gt; • follows standard format for citation with few errors*</td>
<td>The writing –&lt;br&gt;• demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding&lt;br&gt; • inconsistently employs language and tone appropriate to audience and purpose&lt;br&gt; • has some sentence formation errors and/or a lack of sentence variety&lt;br&gt; • follows standard format for citation with several errors*</td>
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*If applicable

TBennett/TMead/JMoyer/PShockley February 2013