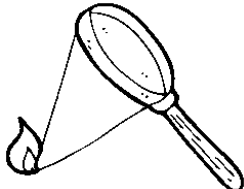

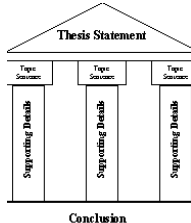





	Focus/Claim CCSS-W:1abd, 4	Evidence/Support CCSS-W: 1b, 2b, 9	Organization/Structure CCSS-W: 1abc, 2c, 4
5 Proficient	<p>My thesis is accurate, specific, and clear.</p> <p>My reader can easily say exactly what my claim is.</p> <p>I point out how my claim is similar to or different from other claims about the topic. Where necessary, I build my reader's background knowledge about the ideas that already exist related to the topic.</p> <p>I don't wander off topic. Like a beam of light through a magnifying glass, I gain power from focus.</p> 	<p>I collect and explain lots of evidence to prove it:</p> <ul style="list-style-type: none"> -I Introduce it; I give the background context necessary to understand the evidence. -I Insert it; I accurately use references /quotes/ textual evidence and provide specific sources. -I Interpret it; I thoughtfully explain what it means and specifically how it supports my claim. <p>If this were a trial in a courtroom, the jury would know what my evidence means , how it relates, why it is important, and where it comes from.</p> 	<p>I transition into and through each paragraph using words, phrases, and clauses like: In spite of, In addition to, For Example, and so on.</p> <p>It's easy for my reader to tell when I am:</p> <ul style="list-style-type: none"> • making a claim • proving a claim • pointing out alternative claims • disproving or questioning other claims  <p>Each paragraph and sentence has a clear function that contributes to my idea..</p>
3 Basic	<p>My thesis is not exactly accurate, general, or unclear.</p> <p>My reader has a difficult time identifying my claim.</p> <p>I misinterpret other claims, or misjudge my reader's background knowledge.</p> <p>I typically stay on topic, but my focus could be tightened up a little.</p>	<p>I back up my claim with sufficient evidence including quotes and references to the text.</p> <p>I explain my evidence and how it supports my claim, but I may not set up the evidence by explaining the context.</p> <p>If this were a trial in a courtroom, my evidence would really give the jury something to think about.</p>	<p>I transition into and through most of my work using words, phrases, and clauses like: In spite of, In addition to, For Example, and so on.</p> <p>My reader can usually tell when I am:</p> <ul style="list-style-type: none"> • making a claim • proving a claim • pointing out alternative claims • disproving or questioning other claims <p>Most paragraphs and sentences have a clear function, but a few might be unnecessary.</p>
1 Far Below Basic	<p>My thesis is very difficult to understand.</p> <p>My reader cannot identify my claim.</p> <p>I do not make any attempt to relate my claim to other claims or reference my reader's background knowledge.</p> <p>I wander off topic often and give information that is not directly related to the topic.</p>	<p>I provide little to no evidence to support my claim. My piece mostly consists of assertions that go unsupported by quotes/references.</p> <p>I provide inaccurate or insufficient context for my evidence.</p> <p>The jury would probably not vote in my favor. I may not have convinced them that I had enough quality evidence to make my case.</p>	<p>I rarely use transition words, phrases, or clauses to flow from one idea or paragraph to another. I need to practice on a list of transition elements.</p> <p>My reader has difficulty telling when I am:</p> <ul style="list-style-type: none"> • making a claim • proving a claim • pointing out alternative claims • disproving or questioning other claims <p>Paragraphs or sentences may seem random.</p>

	Conclusion CCSS-W:1e	Language CCSS-L: 1ab, 2abc	Word Choice CCSS-W:1d, 2de, L: 6
5 Proficient	<p>The last paragraph flows from the argument and ties it all together. If my reader were in a hurry, reading only this section would give them a clear idea of my claim and evidence.</p> <p>My conclusion extends the significance of my claim, but it doesn't bring up any off topic ideas.</p> <p>Like a goodnight kiss at the doorstep after a date, the last line is a memorable way to end the piece. The reader is thinking about it...even a few days later.</p> 	<p>I use a wide variety of sentences to make my piece fresh, fun, and musical to read aloud.</p> <p>Some sentences are long and stretchy with descriptive phrases. Others are short. Snappy. Together they make my piece very interesting.</p> <p>I worked hard and mastered: capitalization, spelling, and punctuation so my reader doesn't have work at all to follow the action of my sentences.</p> 	<p>Mark Twain says, "The difference between the right word and nearly the right word is the difference between lightning and the lightning-bug." ...and my work goes Kaboom!</p> <p>I carefully select specific words and phrases that create clear images in my reader's mind.</p> <p>I never force a word in just because it's fancy, but I also never settle for a boring or overused word where a more vivid or specific term should be.</p> <p>I write with a formal tone and objective style.</p> 
3 Basic	<p>The last paragraph is based on my argument and connects it to my proof. If my readers read only this section, they would have some idea of my claim and evidence.</p> <p>My conclusion restates but doesn't extend the significance of my claim.</p> <p>The last line does serve to end my piece, but is not particularly magical.</p>	<p>My sentences get the job done but feel very ordinary. Some read naturally, but others are awkward.</p> <p>My sentences may follow a routine pattern or start the same general way. They lack variety.</p> <p>My reader finds errors and occasionally has to do minor work to overcome capitalization, spelling, and punctuation issues.</p>	<p>I use regular, ordinary speech to get the point across.</p> <p>I choose words that work. They don't get in the way of my message.</p> <p>My words tend more towards broad and general than specific and precise.</p> <p>I may have used worn out clichés.</p> <p>My tone/style may have informal moments.</p>
1 Far Below Basic	<p>My piece lacks any sense of completion. It is a sudden stop. If my readers were to read only my last paragraph, they would get the wrong idea about my piece as a whole.</p> <p>My conclusion is off topic or unrelated to my original claim.</p> <p>The last line is ineffective or distracts from the overall meaning of my piece.</p>	<p>My sentences do not work very well. There are fragments and run-ons that confuse the reader.</p> <p>Some sentences don't make sense until I have read them several times.</p> <p>The reader must work hard to tell where the action of one sentence begins, goes, and ends. Misspellings and punctuation/capitalization errors are constant.</p>	<p>My word choice is limited. The reader often has to wonder "what does the writer mean by this?"</p> <p>I sometimes misuse words or use the same words over and over until they seem repetitive.</p> <p>Instead of creating clear mental pictures, my words create foggy clouds of meaning.</p> <p>My tone/style is generally unfit for academic writing.</p>