**Focus**

Skillfully introduces a claim in a focus/thesis.

- Provides a clear focus/thesis that asserts a claim about the text as it relates to the prompt when provided.
- Provides a weak focus/thesis that asserts a claim about the text and/or prompt.
- Provides a focus/thesis that does not respond to the text and/or prompt.
- Does not provide a focus/thesis.

**Context**

Skillfully selects and summarizes key ideas that engage the reader.

- Establishes context by selecting and summarizing key ideas that sets up the evidence to support the claim.
- Attempts to establish context by selecting and summarizing some ideas that sets up the evidence to support the claim.
- Minimally/excessively establishes context that does not accurately support the claim.
- Does not have context.

**Evidence**

- Provides strong and/or thorough text evidence that proves/supports the claim in the focus/thesis.
- Provides direct* text evidence that proves/supports the claim of the focus/thesis.
- Provides direct text evidence that may not clearly prove/support the claim of the focus/thesis.
- Provides direct text evidence that does not prove/support the claim of the focus/thesis.
- Does not provide direct text evidence.

**Analysis**

Uses reasoning that thoroughly and/or provocatively explains how the evidence proves/supports the claim.

- Uses reasoning that effectively explains how the evidence proves/supports the claim.
- Uses reasoning that minimally explains how the evidence proves/supports the claim.
- Uses reasoning that is flawed.
- Does not use reasoning to explain how the evidence proves/supports the claim.

**Written Expression**

- Sophisticated sentence structure and distinctive language.
- Word choice is precise and descriptive.
- Written in a logical sequence that shows a unity of ideas.
- Sentence structure is varied.
- Word choice is appropriate.
- Attempts to write in a logical sequence.
- Basic sentence structure that may include a fragment and/or a run-on sentence.
- Lacks logical sequence.
- Writing is incoherent.

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**TIERED RATING**

<table>
<thead>
<tr>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point .5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds the Standard</td>
<td>Meets the Standard</td>
<td>Approaching the Standard</td>
<td>Not at Standard</td>
<td>Little evidence</td>
</tr>
<tr>
<td>16-20</td>
<td>13-15</td>
<td>9-12</td>
<td>2.5-8</td>
<td></td>
</tr>
</tbody>
</table>

*"Direct" indicates that the student has written word for word the evidence from the text. For this work we do not want them to paraphrase the evidence. The student is learning how to cite direct evidence.

CCSS- W-1a, 1b, 1c, 1d, 1e 2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9a, 9b; L-2a, 2b, 3a