On Track	**Score 6 (125%)** Response is sophisticated and skillful in written communication (operating above grade level), demonstrated by:	**Score 5 (112.5%)** Response exceeds grade level expectations in written communication, demonstrated by:	**Score 4 (100%)** Response meets grade level expectations in written communication, demonstrated by:
	● **Connectability:** Exceptional clarity, focus, and control in topic development that often shows insight and makes important connections throughout. ● **Evidence/Details**: In-depth exploration of the topic with well-chosen, relevant, and credible details and/or facts. ● **Introduction & Conclusion**: Introduces a precise claim(s) and/or topic, perhaps creative, and a conclusion that supports the information presented and restates the topic. ● **Organization**: Specifically and carefully chosen words and phrases that are domain-specific and enhance meaning, leading to a piece of writing with high levels of complexity and cohesion. ● **Audience**: Intentional and committed interaction between the writer and the reader. Style and tone are appropriate to writing objectives. ● **Conventions**: Effective and/or creative use of a wide range of conventions with few errors.	● **Connectability:** Clarity, focus, and control in topic development that shows insight and makes important connections throughout. ● **Evidence/Details**:A thorough exploration of the topic using well-chosen, relevant, and credible details and/or facts. ● **Introduction & Conclusion:** Introduces a claim(s) and/or topic, and a satisfying conclusion that supports the information presented. ● **Organization:** A broad range of carefully chosen words and phrases that are domain-specific, leading to a piece of writing with complexity and cohesion. ● **Audience:** Awareness of the reader and commitment to the audience and topic. Style and tone are appropriate to writing objectives. ● **Conventions:** Effective use of a wide range of conventions with few errors.	● **Connectability:** Ideas are adequately developed with a clear and coherent presentation of ideas that make connections throughout. ● **Evidence/Details**: Relevant and credible details that are sometimes general or limited; organization that is clear, but sometimes predictable. ● **Introduction & Conclusion:** A recognizable claim/topic and conclusion, although one or both may be somewhat weak. ● **Organization:** Effective word choice that is functional and domain-specific, leading to a piece of writing that is cohesive. ● **Audience:** Shows interaction between writer and audience. Style and tone are appropriate to writing objectives. ● **Conventions:** Control of standard conventions although a wide range is not used; errors that do not impede readability

	Score 3 (75%)	Score 2 (50%)	Score 1 (25%)
Room for Growth	Response is approaching grade level expectations in written communication, demonstrated by: ● **Connectability:** Broad or simplistic ideas that are understood but not fully developed. Lack of connection between topic and details. ● **Evidence/Details**: Developmental details are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing. ● **Introduction & Conclusion**: Beginnings and endings that are underdeveloped and inconsistent; repetitive transitional devices. ● **Audience:** Reliance on clichés and overused words that do not connect with the reader; limited audience awareness. ● **Organization:** Monotonous and sometimes misused words, phrases, and ideas that break down cohesion. ● **Conventions:** Limited control of standard conventions with significant errors.	Response is below grade level expectations in written communication, demonstrated by: ● **Connectability:** Overly simplistic and sometimes unclear ideas that have insufficiently developed connections between topic and details. ● **Evidence/Details**: Sequencing of evidence/details that is often just a list; ineffective details that require reader inference to comprehend and follow. ● **Introduction & Conclusion**: Attempt that is too short to offer coherent development of the topic. ● **Audience:** Lack of audience awareness. ● **Organization:** Repetitive, monotonous, and often misused words, phrases and ideas awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; writing is not cohesive. ● **Conventions:** Little control of basic conventions resulting in errors impeding readability.	Response is significantly below grade level expectations in written communication, demonstrated by: ● **Connectability:** Lack of purpose and ideas in sequencing. Missing connection between topic and details. ● **Evidence/Details**: Evidence/details are missing and/or inaccurate. ● **Introduction & Conclusion**: Missing beginning and/or ending. ● **Audience:** Sentences with confusing word order that may not permit oral reading. ● **Organization:** Obscures the main point. Extremely limited vocabulary that shows no commitment to communicating a message. ● **Conventions:** Severe and frequent errors in conventions that impede readability.

Explanation of Terms:

- Connectability: Writer's ability to maintain connection between topic, details, and conclusion. Writer stays focused on the main idea and does not distract the reader by adding unimportant, irrelevant, or off-topic information.

- Evidence/Details: Writer provides appropriate amount of evidence/details to support the writing prompt. Evidence/details are relevant and accurate.

- Introduction/conclusion: Writer includes a hook sentence or something that grabs the reader's attention. Writer also includes a topic sentence or thesis statement/section that lets the reader know what the rest of the paragraph/essay is about. Writer summarizes why the details/evidence prove the topic sentence is correct.

- Organization: Writer is able to present ideas that flow smoothly from one sentence to the next. Writer is able to choose the best possible words or phrases to provide meaning and understanding to the reader. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest.

- Audience: Writer knows who they are writing for and is able to make a good decision about what information to include, as well as the tone and language used to explain it. Example: We might say: 'Look at that silly doggie!' if the audience is a 2-year-old,   but we wouldn't say that to a teenager. We might say: 'I need you to pick up the kids from soccer practice tonight. ,' to a spouse or partner, but we wouldn't say that to our boss.

- Conventions: Writer is able to use correct grammar, spelling, punctuation, and capitalization. The audience can finish reading, without having to stop to try to figure out what was actually intended.