

THE RESPONSE 

Focus & Organization

<input type="checkbox"/> Consistently maintains a topic throughout the work (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Often maintains a topic throughout the work. (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Occasionally maintains the topic throughout the work (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Does not introduce or maintain a topic throughout the work. (W.11-12.2a, HST.11-12.2a)
<input type="checkbox"/> Demonstrates a logical sequence of complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole. (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Demonstrates a sequence of complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole with minimal lapses in logic.(W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Demonstrates a sequence of complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole with frequent lapses in logic. (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Does not demonstrate a logical sequence of complex ideas, concepts and information. (W.11-12.2a, HST.11-12.2a)
<input type="checkbox"/> Effectively uses formatting to aid in organization of complex ideas, concepts and information. (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Somewhat uses formatting to aid in organization of complex ideas, concepts and information.(W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Loosely uses formatting to aid in organization of complex ideas, concepts and information. (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Does not use formatting to aid in the organization of ideas, concepts and information. (W.11-12.2a, HST.11-12.2a)
<input type="checkbox"/> Consistently integrates appropriate and varied words, phrases, clauses (transitions) and varied syntax to effectively link major sections of the text and to create cohesion (W.11-12.2c, HST.11-12.2c)	<input type="checkbox"/> Often integrates appropriate and varied words, phrases, clauses (transitions) and varied syntax to link major section of the text to create cohesion (W.11-12.2c, HST.11-12.2c)	<input type="checkbox"/> Occasionally integrates appropriate and varied words, phrases, clauses (transitions) and varied syntax to link major sections of the text to create cohesion (W.11-12.2c, HST.11-12.2c)	<input type="checkbox"/> Does not integrate words, phrases, clauses (transitions) or varied syntax to link major sections of the text and to create cohesion. (W.11-12.2c, HST.11-12.2c)
<input type="checkbox"/> Provides a strong concluding statement or section that follows the information or explanation presented (W.11-12.2f, HST.11-12.2e)	<input type="checkbox"/> Provides an adequate concluding statement or section that follows the argument presented (W.11-12.2f, HST.11-12.2e)	<input type="checkbox"/> Provides a weak concluding statement or section that follows the information or explanation presented. (W.11-12.2f, HST.11-12.2e)	<input type="checkbox"/> Does not have a concluding statement or section (W.11-12.2e, HST.11-12.2e)
<input type="checkbox"/> Sustains clear and coherent development, organization, and style appropriate to task, purpose and audience (W.11-12.4, HST.11-12.4)	<input type="checkbox"/> Inconsistently sustains clear and coherent development, organization, and style appropriate to task, purpose and audience most of the time. (W.11-12.4, HST.11-12.4)	<input type="checkbox"/> Infrequently sustains clear and coherent development, organization, and style appropriate to task, purpose and audience. (W.11-12.4, HST.11-12.4)	<input type="checkbox"/> Does not sustain development, organization, and style appropriate to task, purpose and audience. (W.11-12.4, HST.11-12.4)
<input type="checkbox"/> Consistently maintains the flow of ideas by integrating relevant information into the text (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Often maintains the flow of ideas by integrating information into the text (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Occasionally maintains the flow of ideas by integrating information into the text (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Does not maintain a flow of ideas through the integration of information in the text. (W.11-12.8, HST.11-12.8)

Evidence & Elaboration	<input type="checkbox"/> Integrates well-chosen and relevant graphics and multimedia when appropriate to aid comprehension (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Integrates adequate graphics and multimedia when appropriate to aid comprehension (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Integrates unclear or irrelevant graphics and multimedia when appropriate to aid comprehension (W.11-12.2a, HST.11-12.2a)	<input type="checkbox"/> Does not include graphics and multimedia to aid comprehension (W.11-12.2a, HST.11-12.2a)
	<input type="checkbox"/> Develops the topic effectively by supplying the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge and expertise of the topic (W.11-12.2b, HST.11-12.2b)	<input type="checkbox"/> Develops the topic somewhat by supplying mostly relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge and expertise of the topic (W.11-12.2b, HST.11-12.2b)	<input type="checkbox"/> Develops the topic loosely by supplying limited or irrelevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge and expertise of the topic (W.11-12.2b, HST.11-12.2b)	<input type="checkbox"/> Does not develop the topic by supplying facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge and expertise of the topic (W.11-12.2b, HST.11-12.2b)
	<input type="checkbox"/> Consistently uses appropriate and varied transitions (words, phrases, clauses) and syntax purposefully and effectively to explain topic, establish tone, and add clarity (W.11-12.2c, HST.11-12.2c, L.11-12.3)	<input type="checkbox"/> Often uses appropriate and varied transitions (words, phrases and clauses) and syntax purposefully and effectively to explain topic, establish tone and add clarity. (W.11-12.2c, HST.11-12.2c, L.11-12.3)	<input type="checkbox"/> Occasionally uses appropriate and varied transitions (words, phrases and clauses) and syntax purposefully and effectively to explain topic, establish tone and add clarity. (W.11-12.2c, HST.11-12.2c, L.11-12.3)	<input type="checkbox"/> Does not use appropriate and varied transitions (words, phrases and clauses) and syntax purposefully and effectively to explain topic, establish tone and add clarity. (W.11-12.2c, HST.11-12.2c, L.11-12.3)
	<input type="checkbox"/> Provides a concluding statement or section that clearly supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11-12.2f, HST.11-12.2e)	<input type="checkbox"/> Provides a concluding statement or section that adequately supports the information or explanation presented. (e.g., articulating implications or the significance of the topic). (11-12.2f, HST.11-12.2e)	<input type="checkbox"/> Provides a concluding statement or section that minimally supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11-12.2f, HST.11-12.2e)	<input type="checkbox"/> Does not provide a concluding section that supports the information or explanation presented. (11-12.2f, HST.11-12.2e)
	<input type="checkbox"/> Integrates the most relevant and credible support from informational texts to appropriately support analysis, reflection and research (W.11-12.9, HST.11-12.9)	<input type="checkbox"/> Integrates mostly relevant and credible evidence from informational texts to adequately support analysis, reflection and research (W.11-12.9, HST.11-12.9)	<input type="checkbox"/> Integrates limited, irrelevant or discreditable evidence from informational texts to support analysis, reflection and research (W.11-12.9, HST.11-12.9)	<input type="checkbox"/> Does not integrate evidence from informational texts to support analysis, reflection and research. (W.11-12.9, HST.11-12.9) <input type="checkbox"/> Plagiarizes sources used. (W.11-12.8, HST.11-12.8)
	<input type="checkbox"/> Clearly integrates multiple sources specific to task, purpose, and audience while avoiding plagiarism (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Adequately Integrates multiple sources specific to task, purpose, and audience while avoiding plagiarism (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Minimally integrates multiple sources specific to task, purpose and audience while avoiding plagiarism (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Does not use more than one source. (W.11-12.8, HST.11-12.8)
	<input type="checkbox"/> Effectively uses techniques appropriate to the format such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2d, HST.11-12.2d)	<input type="checkbox"/> Somewhat uses techniques appropriate to the format such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2d, HST.11-12.2d)	<input type="checkbox"/> Loosely uses techniques appropriate to the format such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2d, HST.11-12.2d)	<input type="checkbox"/> Does not use techniques such as metaphor, simile, and analogy to manage the complexity of topic. (W.11-12.2d, HST.11-12.2d)

Style	<input type="checkbox"/> Consistently and accurately integrates academic and domain-specific vocabulary that is clearly appropriate to audience, purpose, and task, and demonstrates career and college readiness (W.11-12.2d, HST.11-12.2d, L.11-12.6)	<input type="checkbox"/> Often integrates academic and domain-specific vocabulary that is appropriate to audience, purpose, and task. (W.11-12.2d, HST.11-12.2d, L.11-12.6)	<input type="checkbox"/> Occasionally integrates academic and domain-specific vocabulary appropriate to audience, purpose, and task (W.11-12.2d, HST.11-12.2d, L.11-12.6)	<input type="checkbox"/> Does not integrate academic and domain-specific vocabulary appropriate to audience, purpose, and task. (W.11-12.2d, HST.11-12.2d, L.11-12.6)
	<input type="checkbox"/> Establishes and clearly maintains a formal style and objective tone in a clear and coherent product in which the development, organization and style are appropriate to the task, purpose, discipline, and audience. (W.11-12.2e, 4,6,10, HST.11-12.4,6,10)	<input type="checkbox"/> Establishes and adequately maintains a formal style and objective tone in a clear and coherent product in which the development, organization and style are appropriate to the task, purpose, discipline, and audience. (W.11-12.2e, 4,6,10, HST.11-12.4,6,10)	<input type="checkbox"/> Minimally establishes but does not maintain a formal style and objective tone appropriate to the task, purpose, discipline. (W.11-12.2e, 4,6,10, HST.11-12.4,6,10)	<input type="checkbox"/> Does not establish a formal style and objective tone appropriate to the task, purpose, discipline, and audience. (W.11-12.2e, 4,6,10, HST.11-12.4,6,10)
	<input type="checkbox"/> Effectively integrates appropriate and varied transitions (words, phrases, clauses) and syntax purposefully and effectively to explain topic, establish tone, and add clarity (W.11-12.2c, HST.11-12.2c, L.11-12.3)	<input type="checkbox"/> Somewhat integrates appropriate and varied syntax to support claim, establish tone, and add clarity (W.11-12.2c, HST.11-12.2c, L.11-12.3)	<input type="checkbox"/> Loosely integrates appropriate and varied syntax to support claim, establish tone, and add clarity (W.11-12.2c, HST.11-12.2c, L.11-12.3)	<input type="checkbox"/> Does not integrate appropriate and varied syntax (W.11-12.2c, HST.11-12.2c, L.11-12.3)
	<input type="checkbox"/> Clearly conveys a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (HST11-12.2d)	<input type="checkbox"/> Adequately conveys a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (HST11-12.2d)	<input type="checkbox"/> Minimally conveys a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (HST11-12.2d)	<input type="checkbox"/> Does not convey a knowledgeable stance. (HST11-12.2d)
Conventions	<input type="checkbox"/> Demonstrates a strong command of the conventions of Standard English grammar (e.g. capitalization, punctuation, spelling) and usage (e.g. verb tense) (L.11-12.1, 2, 4c)	<input type="checkbox"/> Demonstrates a adequate command of the conventions of Standard English grammar and usage (L.11-12.1, 2, 4c)	<input type="checkbox"/> Demonstrates a weak demonstration of the conventions of Standard English grammar and usage (L.11-12.1, 2, 4c)	<input type="checkbox"/> Does not demonstrate command of Standard English grammar and usage (L.11-12.1, 2, 4c)
	<input type="checkbox"/> Consistently follows a standard format for citation to avoid plagiarism. (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Often follows a standard format for citation to avoid plagiarism. (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Occasionally follows a standard format for citation to avoid plagiarism. (W.11-12.8, HST.11-12.8)	<input type="checkbox"/> Does not include citations or is plagiarized. (W.11-12.8, HST.11-12.8)