

Question	Level	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Marks
Write a story about a robot who befriends a human.	Exceeds Standards	Writing is extremely creative. Ideas and style is refreshing and imaginative. Talented writing.	Proper use of spelling and grammar is employed consistently throughout the writing assignment.	Strong, vivid words and descriptions throughout. Words are above average, and used appropriately throughout the work.	Excellent idea creativity. Organization and use of supporting details evident in the work.			4
	Meets Standards	Writing is somewhat creative. Some new and imaginative ideas. Good writing.	There are a few spelling and grammar errors, however it does not take away from the overall quality of the writing assignment.	Strong words and descriptions throughout. Many words are above average and used appropriately throughout the work.	Good idea creativity. Organization and use of supporting details evident in the work.			3
	Almost Meets Standards	Writing contains a few creative ideas but style is mostly uninspired.	Poor spelling and grammar muddle the overall effectiveness of this piece	Some strong words and descriptions. Some above average word choices however, many words are used inappropriately.	Some idea creativity. Attempted organization and use of some supporting details evident in the work.			2
	Does Not Meet Standards	Writing contains many cliché ideas and an uninspired style.	There are so many spelling and grammar errors that it is difficult to comprehend the meaning.	Poor word choice and descriptions throughout. Elementary word choices and many words misused.	No creativity, poor organization and no attempt to supply supporting details.			1
Imagine a world where animals can talk. Describe a day in the life of a pet in this world.	Exceeds Standards	Writing is extremely creative. Ideas and style is refreshing and imaginative. Talented writing.	Proper use of spelling and grammar is employed consistently throughout the writing assignment.	Strong, vivid words and descriptions throughout. Words are above average, and used appropriately throughout the work.	Excellent idea creativity. Organization and use of supporting details evident in the work.			4
	Meets Standards	Writing is somewhat creative. Some new and imaginative ideas. Good writing.	There are a few spelling and grammar errors, however it does not take away from the overall quality of the writing assignment.	Strong words and descriptions throughout. Many words are above average and used appropriately throughout the work.	Good idea creativity. Organization and use of supporting details evident in the work.			3
	Almost Meets Standards	Writing contains a few creative ideas but style is mostly uninspired.	Poor spelling and grammar muddle the overall effectiveness of this piece	Some strong words and descriptions. Some above average word choices however, many words are used inappropriately.	Some idea creativity. Attempted organization and use of some supporting details evident in the work.			2
	Does Not Meet Standards	Writing contains many cliché ideas and an uninspired style.	There are so many spelling and grammar errors that it is difficult to comprehend the meaning.	Poor word choice and descriptions throughout. Elementary word choices and many words misused.	No creativity, poor organization and no attempt to supply supporting details.			1
You find a mysterious object on the beach. What is it, and what adventure does it lead you on?	Exceeds Standards	Writing is extremely creative. Ideas and style is refreshing and imaginative. Talented writing.	Proper use of spelling and grammar is employed consistently throughout the writing assignment.	Strong, vivid words and descriptions throughout. Words are above average, and used appropriately throughout the work.	Excellent idea creativity. Organization and use of supporting details evident in the work.			4
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Write a scene (based on truth or fiction) where two or more people are doing something silly, and they're being observed and criticized by animals.	Exceeds Standards	Writing is extremely creative. Ideas and style is refreshing and imaginative. Talented writing.	Proper use of spelling and grammar is employed consistently throughout the writing assignment.	Strong, vivid words and descriptions throughout. Words are above average, and used appropriately throughout the work.	Excellent idea creativity. Organization and use of supporting details evident in the work.			4
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You're a talk show host. Pick two guests. Why did you choose them? Are they people who get along, or people with vastly different viewpoints? Write about the episode.	Exceeds Standards	Writing is extremely creative. Ideas and style is refreshing and imaginative. Talented writing.	Proper use of spelling and grammar is employed consistently throughout the writing assignment.	Strong, vivid words and descriptions throughout. Words are above average, and used appropriately throughout the work.	Excellent idea creativity. Organization and use of supporting details evident in the work.		4
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"When I stepped outside, the whole world smelled like..." Write a scene that starts with that line.	Exceeds Standards	Writing is extremely creative. Ideas and style is refreshing and imaginative. Talented writing.	Proper use of spelling and grammar is employed consistently throughout the writing assignment.	Strong, vivid words and descriptions throughout. Words are above average, and used appropriately throughout the work.	Excellent idea creativity. Organization and use of supporting details evident in the work.		4
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Choose a historical event that shaped your country. Research the event and explain its significance.	Strong	Exceptional introduction that grabs interest of reader and states topic. Thesis/topic is exceptionally clear, well-developed, and a definitive statement.	Paper is exceptionally researched, contains 7 sources total (including 3 peer reviewed articles); the sources support the thesis argument in a logical manner. References are correctly cited.	Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.	Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.	12-15
	Above Average	Proficient introduction that is interesting and states topic. Thesis/topic is clear and arguable statement of position.	Information relates to the main topic. Paper, is well-researched in detail and from 7 good sources (including 3 peer-reviewed articles). References are correctly cited.	Consistent connections are made between evidence and thesis. Good analysis.	Good summary of topic with clear concluding ideas. Introduces no new information.	Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. References, citations and images are adequate	8-11
	Developing	Basic introduction that states topic but lacks interest. Thesis/topic is somewhat clear and arguable.	Information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly.	Some connections made between evidence and thesis. Some analysis.	Basic summary of topic with some final concluding ideas. Introduces no new information.	Many ideas require clarification, are off-topic or have little relevance to the assignment. Many grammatical and/or spelling errors; very challenging to read, poor writing flow. Improper references and/or citations section.	4-7
	Needs Improvement	Weak or no introduction of topic. Paper's purpose is unclear. Thesis/topic is weak or missing.	Information has little or nothing to do with the thesis. Information has weak or no connection to the thesis. References are not cited correctly.	Limited or no connections made between evidence and thesis. Lack of analysis.	Lack of summary of topic.	Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference, citations and images section is missing.	0-3
The internet has revolutionized communication. Discuss both the positive and negative aspects of this	Strong	Exceptional introduction that grabs interest of reader and states topic. Thesis/topic is exceptionally clear, well-developed, and a definitive statement.	Paper is exceptionally researched, contains 7 sources total (including 3 peer reviewed articles); the sources support the thesis argument in a logical manner. References are correctly cited.	Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.	Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.	12-15
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positive and negative aspects of this revolution.	Developing	Basic introduction that states topic but lacks interest. Thesis/topic is somewhat clear and arguable.	Information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly.	Some connections made between evidence and thesis. Some analysis.	Basic summary of topic with some final concluding ideas. Introduces no new information.	Many ideas require clarification, are off-topic or have little relevance to the assignment. Many grammatical and/or spelling errors; very challenging to read, poor writing flow. Improper references and/or citations section.		4-7
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Choose a scientific discovery that has had a major impact on society. Explain the discovery and its applications.	Strong	Exceptional introduction that grabs interest of reader and states topic. Thesis/topic is exceptionally clear, well-developed, and a definitive statement.	Paper is exceptionally researched, contains 7 sources total (including 3 peer reviewed articles); the sources support the thesis argument in a logical manner. References are correctly cited.	Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.	Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.		12-15
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How important is branding for a business? How does branding affect a product in a positive or negative way? How can companies change their branding?	Strong	Exceptional introduction that grabs interest of reader and states topic. Thesis/topic is exceptionally clear, well-developed, and a definitive statement.	Paper is exceptionally researched, contains 7 sources total (including 3 peer reviewed articles); the sources support the thesis argument in a logical manner. References are correctly cited.	Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.	Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.		12-15
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Motivation in education. How to properly stimulate students to achieve excellent results in learning? What are the fundamental theories and strategies that may be applied?	Strong	Exceptional introduction that grabs interest of reader and states topic. Thesis/topic is exceptionally clear, well-developed, and a definitive statement.	Paper is exceptionally researched, contains 7 sources total (including 3 peer reviewed articles); the sources support the thesis argument in a logical manner. References are correctly cited.	Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.	Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.		12-15
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What are the effects of smoking at different stages in a person's life? For instance, are the effects different if someone smokes for a five years while in his twenties versus five years while in his thirties?	Strong	Exceptional introduction that grabs interest of reader and states topic. Thesis/topic is exceptionally clear, well-developed, and a definitive statement.	Paper is exceptionally researched, contains 7 sources total (including 3 peer reviewed articles); the sources support the thesis argument in a logical manner. References are correctly cited.	Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.	Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.		12-15
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Should social media platforms be held responsible for the content posted by their users?	Excellent	Original hook engages the reader's curiosity. Background info is relevant; clearly develops into thesis. Thesis/claim is strong (3 parts); clearly stated; correct location	Ideas are coherently organized into separate body paragraphs; topic sentences are complete. Transitions are used correctly/ sufficiently; essay flows logically	Conclusion stays on topic; provides closure; (3 parts)	All evidence is relevant & clearly connects to the thesis. All evidence is cited correctly; minimum # sources present; plagiarism is not present. All explanation & elaboration sentences clarify and extend ideas; context is present.	Tone is formal; no personal pronouns; no slang Strong words appropriate to stance are used; no repetition of major words; uses different text-talkers. Punctuation, capitalization, spelling, and usage are correct; no or few errors		12-15
	Proficient	Hook is somewhat interesting Background info is relevant; partially develops into thesis Thesis/claim is stated (3 parts) in the correct location	Ideas are somewhat organized into separate body paragraphs; topic sentences are complete. Transitions are used correctly at the beginning of each body paragraph & conclusion; sometimes used within body paragraphs	Conclusion mostly stays on topic; somewhat provides closure; (3 parts)	Most evidence is relevant and connects to the thesis. Some citation mistakes exist; minimum # sources present; plagiarism is not present Most explanation & elaboration sentences clarify and extend ideas; context is mostly present	Tone is mostly formal; 1 use of personal pronoun; 1 use of slang Word choice is mostly appropriate to stance; few repetitions of major words or text-talkers Punctuation, capitalization, spelling, and usage are mostly correct; some errors		8-11
	Basic	Hook restates the prompt; unoriginal Background info leaves reader with questions Thesis/claim is missing 1 part or in the incorrect location	Ideas do not begin and end when they should; topic sentences are incomplete or are in incorrect locations Missing 1 body paragraph or conclusion transition; occasionally used within body paragraphs	Conclusion strays from topic or missing 1 part	Missing 1 piece of evidence or half are irrelevant Major citation issues exist or missing a required source; plagiarism is not present Explanation & elaboration sentences clarify but do not extend ideas; context is sometimes present	Tone is somewhat formal; 2-3 uses of personal pronouns; 2-3 uses of slang Word choice is somewhat appropriate to stance; some repetitions of major words or text-talkers Punctuation, capitalization, spelling, and usage are sometimes correct; several errors		4-7
	Needs Improvement	Hook does not engage the reader Background info is missing important topics for clarity Thesis/claim is missing 2 parts or is confusing and in the incorrect location	Ideas are disorganized; topic sentences do not control the paragraph Missing 2+ body paragraph or conclusion transitions; rarely used within body paragraphs; lacks flow	Conclusion excessively strays from topic or missing 2 parts	Missing 2+ pieces of evidence or 3+ pieces of evidence are irrelevant Evidence is cited incorrectly or some plagiarism is present Explanation & elaboration sentences are insufficient; context is rarely or not present	Lacks formality; 4+ uses of personal pronouns; 4+ uses of slang Word choice is basic and unrelated to stance; several repetitions of major words or text-talkers Punctuation, capitalization, spelling, and usage are frequently incorrect; frequent errors		1-3
	Standard Not Met	Hook missing Background info missing Thesis missing	Paragraphing is not used Transitions are not used	Conclusion is missing	Evidence is missing Citations are missing; ample plagiarism E/E missing or mostly missing	Tone is informal; per. pn used through out Word choice is very repetitive; missing text-talkers Lack of correct CUPS interfere with understanding		0

Is technology making us less social? Defend your position.	Excellent	Original hook engages the reader's curiosity. Background info is relevant; clearly develops into thesis. Thesis/claim is strong (3 parts); clearly stated; correct location	Ideas are coherently organized into separate body paragraphs; topic sentences are complete. Transitions are used correctly/ sufficiently; essay flows logically	Conclusion stays on topic; provides closure; (3 parts)	All evidence is relevant & clearly connects to the thesis. All evidence is cited correctly; minimum # sources present; plagiarism is not present. All explanation & elaboration sentences clarify and extend ideas; context is present.	Tone is formal; no personal pronouns; no slang Strong words appropriate to stance are used; no repetition of major words; uses different text-talkers. Punctuation, capitalization, spelling, and usage are correct; no or few errors		12-15
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Uniform school uniforms: Pro or Con? Argue your case.	Excellent	Original hook engages the reader's curiosity. Background info is relevant; clearly develops into thesis. Thesis/claim is strong (3 parts); clearly stated; correct location	Ideas are coherently organized into separate body paragraphs; topic sentences are complete. Transitions are used correctly/ sufficiently; essay flows logically	Conclusion stays on topic; provides closure; (3 parts)	All evidence is relevant & clearly connects to the thesis. All evidence is cited correctly; minimum # sources present; plagiarism is not present. All explanation & elaboration sentences clarify and extend ideas; context is present.	Tone is formal; no personal pronouns; no slang Strong words appropriate to stance are used; no repetition of major words; uses different text-talkers. Punctuation, capitalization, spelling, and usage are correct; no or few errors		12-15
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	Standard Not Met	Hook missing Background info missing Thesis missing	Paragraphing is not used Transitions are not used	Conclusion is missing	Evidence is missing Citations are missing; ample plagiarism E/E missing or mostly missing	Tone is informal; per. pn used through out Word choice is very repetitive; missing text-talkers Lack of correct CUPS interfere with understanding		0
Do apps such as TikTok and Instagram ultimately worsen the mental well-being of teenagers?	Excellent	Original hook engages the reader's curiosity. Background info is relevant; clearly develops into thesis. Thesis/claim is strong (3 parts); clearly stated; correct location	Ideas are coherently organized into separate body paragraphs; topic sentences are complete. Transitions are used correctly/sufficiently; essay flows logically	Conclusion stays on topic; provides closure; (3 parts)	All evidence is relevant & clearly connects to the thesis. All evidence is cited correctly; minimum # sources present; plagiarism is not present. All explanation & elaboration sentences clarify and extend ideas; context is present.	Tone is formal; no personal pronouns; no slang Strong words appropriate to stance are used; no repetition of major words; uses different text-talkers. Punctuation, capitalization, spelling, and usage are correct; no or few errors		12-15
	Proficient	Hook is somewhat interesting Background info is relevant; partially develops into thesis Thesis/claim is stated (3 parts) in the correct location	Ideas are somewhat organized into separate body paragraphs; topic sentences are complete. Transitions are used correctly at the beginning of each body paragraph & conclusion; sometimes used within body paragraphs	Conclusion mostly stays on topic; somewhat provides closure; (3 parts)	Most evidence is relevant and connects to the thesis. Some citation mistakes exist; minimum # sources present; plagiarism is not present Most explanation & elaboration sentences clarify and extend ideas; context is mostly present	Tone is mostly formal; 1 use of personal pronoun; 1 use of slang Word choice is mostly appropriate to stance; few repetitions of major words or text-talkers Punctuation, capitalization, spelling, and usage are mostly correct; some errors		8-11
	Basic	Hook restates the prompt; unoriginal Background info leaves reader with questions Thesis/claim is missing 1 part or in the incorrect location	Ideas do not begin and end when they should; topic sentences are incomplete or are in incorrect locations Missing 1 body paragraph or conclusion transition; occasionally used within body paragraphs	Conclusion strays from topic or missing 1 part	Missing 1 piece of evidence or half are irrelevant Major citation issues exist or missing a required source; plagiarism is not present Explanation & elaboration sentences clarify but do not extend ideas; context is sometimes present	Tone is somewhat formal; 2-3 uses of personal pronouns; 2-3 uses of slang Word choice is somewhat appropriate to stance; some repetitions of major words or text-talkers Punctuation, capitalization, spelling, and usage are sometimes correct; several errors		4-7
	Needs Improvement	Hook does not engage the reader Background info is missing important topics for clarity Thesis/claim is missing 2 parts or is confusing and in the incorrect location	Ideas are disorganized; topic sentences do not control the paragraph Missing 2+ body paragraph or conclusion transitions; rarely used within body paragraphs; lacks flow	Conclusion excessively strays from topic or missing 2 parts	Missing 2+ pieces of evidence or 3+ pieces of evidence are irrelevant Evidence is cited incorrectly or some plagiarism is present Explanation & elaboration sentences are insufficient; context is rarely or not present	Lacks formality; 4+ uses of personal pronouns; 4+ uses of slang Word choice is basic and unrelated to stance; several repetitions of major words or text-talkers Punctuation, capitalization, spelling, and usage are frequently incorrect; frequent errors		1-3
	Standard Not Met	Hook missing Background info missing Thesis missing	Paragraphing is not used Transitions are not used	Conclusion is missing	Evidence is missing Citations are missing; ample plagiarism E/E missing or mostly missing	Tone is informal; per. pn used through out Word choice is very repetitive; missing text-talkers Lack of correct CUPS interfere with understanding		0
	Excellent	Original hook engages the reader's curiosity. Background info is relevant; clearly develops into thesis. Thesis/claim is strong (3 parts); clearly stated; correct location	Ideas are coherently organized into separate body paragraphs; topic sentences are complete. Transitions are used correctly/sufficiently; essay flows logically	Conclusion stays on topic; provides closure; (3 parts)	All evidence is relevant & clearly connects to the thesis. All evidence is cited correctly; minimum # sources present; plagiarism is not present. All explanation & elaboration sentences clarify and extend ideas; context is present.	Tone is formal; no personal pronouns; no slang Strong words appropriate to stance are used; no repetition of major words; uses different text-talkers. Punctuation, capitalization, spelling, and usage are correct; no or few errors		12-15

Is the seemingly increased frequency of natural disasters a result of climate change?	Proficient	<p>Hook is somewhat interesting</p> <p>Background info is relevant; partially develops into thesis</p> <p>Thesis/claim is stated (3 parts) in the correct location</p>	<p>Ideas are somewhat organized into separate body paragraphs; topic sentences are complete.</p> <p>Transitions are used correctly at the beginning of each body paragraph & conclusion; sometimes used within body paragraphs</p>	Conclusion mostly stays on topic; somewhat provides closure; (3 parts)	<p>Most evidence is relevant and connects to the thesis.</p> <p>Some citation mistakes exist; minimum # sources present; plagiarism is not present</p> <p>Most explanation & elaboration sentences clarify and extend ideas; context is mostly present</p>	<p>Tone is mostly formal; 1 use of personal pronoun; 1 use of slang</p> <p>Word choice is mostly appropriate to stance; few repetitions of major words or text-talkers</p> <p>Punctuation, capitalization, spelling, and usage are mostly correct; some errors</p>	8-11
	Basic	<p>Hook restates the prompt; unoriginal</p> <p>Background info leaves reader with questions</p> <p>Thesis/claim is missing 1 part or in the incorrect location</p>	<p>Ideas do not begin and end when they should; topic sentences are incomplete or are in incorrect locations</p> <p>Missing 1 body paragraph or conclusion transition; occasionally used within body paragraphs</p>	Conclusion strays from topic or missing 1 part	<p>Missing 1 piece of evidence or half are irrelevant</p> <p>Major citation issues exist or missing a required source; plagiarism is not present</p> <p>Explanation & elaboration sentences clarify but do not extend ideas; context is sometimes present</p>	<p>Tone is somewhat formal; 2-3 uses of personal pronouns; 2-3 uses of slang</p> <p>Word choice is somewhat appropriate to stance; some repetitions of major words or text-talkers</p> <p>Punctuation, capitalization, spelling, and usage are sometimes correct; several errors</p>	4-7
	Needs Improvement	<p>Hook does not engage the reader</p> <p>Background info is missing important topics for clarity</p> <p>Thesis/claim is missing 2 parts or is confusing and in the incorrect location</p>	<p>Ideas are disorganized; topic sentences do not control the paragraph</p> <p>Missing 2+ body paragraph or conclusion transitions; rarely used within body paragraphs; lacks flow</p>	Conclusion excessively strays from topic or missing 2 parts	<p>Missing 2+ pieces of evidence or 3+ pieces of evidence are irrelevant</p> <p>Evidence is cited incorrectly or some plagiarism is present</p> <p>Explanation & elaboration sentences are insufficient; context is rarely or not present</p>	<p>Lacks formality; 4+ uses of personal pronouns; 4+ uses of slang</p> <p>Word choice is basic and unrelated to stance; several repetitions of major words or text-talkers</p> <p>Punctuation, capitalization, spelling, and usage are frequently incorrect; frequent errors</p>	1-3
	Standard Not Met	<p>Hook missing</p> <p>Background info missing</p> <p>Thesis missing</p>	<p>Paragraphing is not used</p> <p>Transitions are not used</p>	Conclusion is missing	<p>Evidence is missing</p> <p>Citations are missing; ample plagiarism</p> <p>E/E missing or mostly missing</p>	<p>Tone is informal; per. pn used through out</p> <p>Word choice is very repetitive; missing text-talkers</p> <p>Lack of correct CUPS interfere with understanding</p>	0
Should judges make their rulings based on the wording of the law, or should they make rulings that benefit society?	Excellent	<p>Original hook engages the reader's curiosity.</p> <p>Background info is relevant; clearly develops into thesis.</p> <p>Thesis/claim is strong (3 parts); clearly stated; correct location</p>	<p>Ideas are coherently organized into separate body paragraphs; topic sentences are complete.</p> <p>Transitions are used correctly/ sufficiently; essay flows logically</p>	Conclusion stays on topic; provides closure; (3 parts)	<p>All evidence is relevant & clearly connects to the thesis.</p> <p>All evidence is cited correctly; minimum # sources present; plagiarism is not present.</p> <p>All explanation & elaboration sentences clarify and extend ideas; context is present.</p>	<p>Tone is formal; no personal pronouns; no slang</p> <p>Strong words appropriate to stance are used; no repetition of major words; uses different text-talkers.</p> <p>Punctuation, capitalization, spelling, and usage are correct; no or few errors</p>	12-15
	Proficient	<p>Hook is somewhat interesting</p> <p>Background info is relevant; partially develops into thesis</p> <p>Thesis/claim is stated (3 parts) in the correct location</p>	<p>Ideas are somewhat organized into separate body paragraphs; topic sentences are complete.</p> <p>Transitions are used correctly at the beginning of each body paragraph & conclusion; sometimes used within body paragraphs</p>	Conclusion mostly stays on topic; somewhat provides closure; (3 parts)	<p>Most evidence is relevant and connects to the thesis.</p> <p>Some citation mistakes exist; minimum # sources present; plagiarism is not present</p> <p>Most explanation & elaboration sentences clarify and extend ideas; context is mostly present</p>	<p>Tone is mostly formal; 1 use of personal pronoun; 1 use of slang</p> <p>Word choice is mostly appropriate to stance; few repetitions of major words or text-talkers</p> <p>Punctuation, capitalization, spelling, and usage are mostly correct; some errors</p>	8-11
	Basic	<p>Hook restates the prompt; unoriginal</p> <p>Background info leaves reader with questions</p> <p>Thesis/claim is missing 1 part or in the incorrect location</p>	<p>Ideas do not begin and end when they should; topic sentences are incomplete or are in incorrect locations</p> <p>Missing 1 body paragraph or conclusion transition; occasionally used within body paragraphs</p>	Conclusion strays from topic or missing 1 part	<p>Missing 1 piece of evidence or half are irrelevant</p> <p>Major citation issues exist or missing a required source; plagiarism is not present</p> <p>Explanation & elaboration sentences clarify but do not extend ideas; context is sometimes present</p>	<p>Tone is somewhat formal; 2-3 uses of personal pronouns; 2-3 uses of slang</p> <p>Word choice is somewhat appropriate to stance; some repetitions of major words or text-talkers</p> <p>Punctuation, capitalization, spelling, and usage are sometimes correct; several errors</p>	4-7
	Needs Improvement	<p>Hook does not engage the reader</p> <p>Background info is missing important topics for clarity</p> <p>Thesis/claim is missing 2 parts or is confusing and in the incorrect location</p>	<p>Ideas are disorganized; topic sentences do not control the paragraph</p> <p>Missing 2+ body paragraph or conclusion transitions; rarely used within body paragraphs; lacks flow</p>	Conclusion excessively strays from topic or missing 2 parts	<p>Missing 2+ pieces of evidence or 3+ pieces of evidence are irrelevant</p> <p>Evidence is cited incorrectly or some plagiarism is present</p> <p>Explanation & elaboration sentences are insufficient; context is rarely or not present</p>	<p>Lacks formality; 4+ uses of personal pronouns; 4+ uses of slang</p> <p>Word choice is basic and unrelated to stance; several repetitions of major words or text-talkers</p> <p>Punctuation, capitalization, spelling, and usage are frequently incorrect; frequent errors</p>	1-3

	Standard Not Met	Hook missing Background info missing Thesis missing	Paragraphing is not used Transitions are not used	Conclusion is missing	Evidence is missing Citations are missing; ample plagiarism E/E missing or mostly missing	Tone is informal; per. pn used through out Word choice is very repetitive; missing text-talkers Lack of correct CUPS interfere with understanding		0
You are the leader of a team tasked with solving a global environmental issue (e.g., climate change, deforestation). Develop a realistic plan to address the issue.	Excelling	Defines the scope of the research topic completely. Determines and clearly describes key concepts, delivering all relevant information for full understanding.	Not only develops a logical, consistent plan to solve problem, but also recognizes consequences of solution and can articulate reason for choosing solution.	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Acknowledges limits of position (perspective, thesis/hypothesis). Synthesizes others' points of view within position (perspective, thesis/hypothesis).	Takes information from only germane and reliable source(s) with enough interpretation/evaluation to develop a thorough and coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that thoroughly and deeply addresses multiple contextual factors of the problem.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to synthesize evidence. Identifies specific directions for further work.	4
	Proficient	Defines the scope of the research topic completely. Determines and describes most key concepts so that understanding is not impeded by omissions.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Acknowledges others' points of view within position (perspective, thesis/hypothesis).	Takes information from mostly germane and reliable source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses multiple contextual factors of the problem	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Identifies one or more areas for further work.	3
	Developing	Defines the scope of the research topic, but incompletely (parts are missing, remains too broad or too narrow, etc.). Determines some key concepts.	Considers and rejects less acceptable approaches to solving problem.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue	Takes information from some germane and reliable source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses the problem statement but ignores relevant contextual factors.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly	2
	Beginning	Begins to define the scope of the research topic. Has difficulty determining key concepts.	Considers and uses only a single approach to solve the problem.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Takes information from some germane and reliable source(s) without any interpretation/evaluation.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that does not directly address the problem statement.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	1
A company is facing a financial crisis. Analyze the situation and propose solutions to get them back on track.	Excelling	Defines the scope of the research topic completely. Determines and clearly describes key concepts, delivering all relevant information for full understanding.	Not only develops a logical, consistent plan to solve problem, but also recognizes consequences of solution and can articulate reason for choosing solution.	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Acknowledges limits of position (perspective, thesis/hypothesis). Synthesizes others' points of view within position (perspective, thesis/hypothesis).	Takes information from only germane and reliable source(s) with enough interpretation/evaluation to develop a thorough and coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that thoroughly and deeply addresses multiple contextual factors of the problem.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to synthesize evidence. Identifies specific directions for further work.	4
	Proficient	Defines the scope of the research topic completely. Determines and describes most key concepts so that understanding is not impeded by omissions.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Acknowledges others' points of view within position (perspective, thesis/hypothesis).	Takes information from mostly germane and reliable source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses multiple contextual factors of the problem	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Identifies one or more areas for further work.	3
	Developing	Defines the scope of the research topic, but incompletely (parts are missing, remains too broad or too narrow, etc.). Determines some key concepts.	Considers and rejects less acceptable approaches to solving problem.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue	Takes information from some germane and reliable source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses the problem statement but ignores relevant contextual factors.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly	2
	Beginning	Begins to define the scope of the research topic. Has difficulty determining key concepts.	Considers and uses only a single approach to solve the problem.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Takes information from some germane and reliable source(s) without any interpretation/evaluation.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that does not directly address the problem statement.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	1
You are presented with a complex ethical dilemma. Explain the situation, analyze the different options, and argue for the most ethical course of action.	Excelling	Defines the scope of the research topic completely. Determines and clearly describes key concepts, delivering all relevant information for full understanding.	Not only develops a logical, consistent plan to solve problem, but also recognizes consequences of solution and can articulate reason for choosing solution.	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Acknowledges limits of position (perspective, thesis/hypothesis). Synthesizes others' points of view within position (perspective, thesis/hypothesis).	Takes information from only germane and reliable source(s) with enough interpretation/evaluation to develop a thorough and coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that thoroughly and deeply addresses multiple contextual factors of the problem.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to synthesize evidence. Identifies specific directions for further work.	4
	Proficient	Defines the scope of the research topic completely. Determines and describes most key concepts so that understanding is not impeded by omissions.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Acknowledges others' points of view within position (perspective, thesis/hypothesis).	Takes information from mostly germane and reliable source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses multiple contextual factors of the problem	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Identifies one or more areas for further work.	3
	Developing	Defines the scope of the research topic, but incompletely (parts are missing, remains too broad or too narrow, etc.). Determines some key concepts.	Considers and rejects less acceptable approaches to solving problem.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue	Takes information from some germane and reliable source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses the problem statement but ignores relevant contextual factors.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly	2
	Beginning	Begins to define the scope of the research topic. Has difficulty determining key concepts.	Considers and uses only a single approach to solve the problem.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Takes information from some germane and reliable source(s) without any interpretation/evaluation.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that does not directly address the problem statement.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	1

Social Media Addiction: Social media platforms have become a significant part of people's lives. Analyze the potential benefits and drawbacks of social media use. Consider mental health, social interaction, and information access.	Excelling	Defines the scope of the research topic completely. Determines and clearly describes key concepts, delivering all relevant information for full understanding.	Not only develops a logical, consistent plan to solve problem, but also recognizes consequences of solution and can articulate reason for choosing solution.	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Acknowledges limits of position (perspective, thesis/hypothesis). Synthesizes others' points of view within position (perspective, thesis/hypothesis).	Takes information from only germane and reliable source(s) with enough interpretation/evaluation to develop a thorough and coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that thoroughly and deeply addresses multiple contextual factors of the problem.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to synthesize evidence. Identifies specific directions for further work.	4
	Proficient	Defines the scope of the research topic completely. Determines and describes most key concepts so that understanding is not impeded by omissions.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Acknowledges others' points of view within position (perspective, thesis/hypothesis).	Takes information from mostly germane and reliable source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses multiple contextual factors of the problem	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Identifies one or more areas for further work.	3
	Developing	Defines the scope of the research topic, but incompletely (parts are missing, remains too broad or too narrow, etc.). Determines some key concepts.	Considers and rejects less acceptable approaches to solving problem.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue	Takes information from some germane and reliable source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses the problem statement but ignores relevant contextual factors.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly	2
	Beginning	Begins to define the scope of the research topic. Has difficulty determining key concepts.	Considers and uses only a single approach to solve the problem.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Takes information from some germane and reliable source(s) without any interpretation/evaluation.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that does not directly address the problem statement.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	1
Humility, courage, autonomy, and integrity are tools used in the transformation of the mind. Go further in detail and examine other transformational tools and how a student can understand them and use them in their everyday lives.	Excelling	Defines the scope of the research topic completely. Determines and clearly describes key concepts, delivering all relevant information for full understanding.	Not only develops a logical, consistent plan to solve problem, but also recognizes consequences of solution and can articulate reason for choosing solution.	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Acknowledges limits of position (perspective, thesis/hypothesis). Synthesizes others' points of view within position (perspective, thesis/hypothesis).	Takes information from only germane and reliable source(s) with enough interpretation/evaluation to develop a thorough and coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that thoroughly and deeply addresses multiple contextual factors of the problem.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to synthesize evidence. Identifies specific directions for further work.	4
	Proficient	Defines the scope of the research topic completely. Determines and describes most key concepts so that understanding is not impeded by omissions.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Acknowledges others' points of view within position (perspective, thesis/hypothesis).	Takes information from mostly germane and reliable source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses multiple contextual factors of the problem	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Identifies one or more areas for further work.	3
	Developing	Defines the scope of the research topic, but incompletely (parts are missing, remains too broad or too narrow, etc.). Determines some key concepts.	Considers and rejects less acceptable approaches to solving problem.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue	Takes information from some germane and reliable source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses the problem statement but ignores relevant contextual factors.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly	2
	Beginning	Begins to define the scope of the research topic. Has difficulty determining key concepts.	Considers and uses only a single approach to solve the problem.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Takes information from some germane and reliable source(s) without any interpretation/evaluation.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that does not directly address the problem statement.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	1
Analyze the long term impact of colonialism as observed in the world today	Excelling	Defines the scope of the research topic completely. Determines and clearly describes key concepts, delivering all relevant information for full understanding.	Not only develops a logical, consistent plan to solve problem, but also recognizes consequences of solution and can articulate reason for choosing solution.	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Acknowledges limits of position (perspective, thesis/hypothesis). Synthesizes others' points of view within position (perspective, thesis/hypothesis).	Takes information from only germane and reliable source(s) with enough interpretation/evaluation to develop a thorough and coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that thoroughly and deeply addresses multiple contextual factors of the problem.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to synthesize evidence. Identifies specific directions for further work.	4
	Proficient	Defines the scope of the research topic completely. Determines and describes most key concepts so that understanding is not impeded by omissions.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Acknowledges others' points of view within position (perspective, thesis/hypothesis).	Takes information from mostly germane and reliable source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses multiple contextual factors of the problem	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Identifies one or more areas for further work.	3
	Developing	Defines the scope of the research topic, but incompletely (parts are missing, remains too broad or too narrow, etc.). Determines some key concepts.	Considers and rejects less acceptable approaches to solving problem.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue	Takes information from some germane and reliable source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that addresses the problem statement but ignores relevant contextual factors.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly	2
	Beginning	Begins to define the scope of the research topic. Has difficulty determining key concepts.	Considers and uses only a single approach to solve the problem.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Takes information from some germane and reliable source(s) without any interpretation/evaluation.	Implements the strategy to solve the problem in an applied and/or academic setting in a manner that does not directly address the problem statement.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	1
	Exemplary	Answers question; provides specific and relevant examples from course text(s) that are thoroughly illustrated and explained.	Persuasive and insightful analysis; fortifies position by demonstrating broader issue at hand	All rules of writing are followed with no errors in style, tone, grammar, or spelling; answer is organized well.				12-15
	Advanced	Answers question; provides relevant examples from course text(s) with an attempt to illustrate and explain	Insightful analysis; fortifies position by demonstrating understanding of issue at hand	Basic rules of writing are followed; minor errors in style, tone, grammar, and/or spelling; answer is organized				8-11

Analyze the different forms of government and their strengths and weaknesses.	Proficient	Answers question; lacks specific and relevant examples, may be weak connection to text(s)	Some insightful analysis; attempts to fortify position through demonstrating some understanding of issues at hand	Basic rules of writing are followed; some errors in style, tone, grammar, and/or spelling; somewhatorganized			5-7
	Developing	Attempts to answerquestion; evidence is vague; inaccurate or weak connection to text(s)	Shows little analysis; little demonstration of issues at hand	Exhibits numerous errors of the basic rules of writing: style, tone, grammar and spelling are somewhat appropriate; not well organized			2-4
	Poor	Does not answer the question; little to no evidence provided; no connection to text(s)	Shows no analysis; no demonstration of issues at hand	Does not exhibit basic rules of writing: style, tone, grammar and spelling are not appropriate; no evidence of organization			0-1
Discuss the factors that contribute to economic growth and development.	Exemplary	Answers question; provides specific and relevant examples from course text(s) that are thoroughly illustrated and explained.	Persuasive and insightful analysis; fortifies position by demonstrating broader issue at hand	All rules of writing are followed with no errors in style, tone, grammar, or spelling; answer is organized well.			12-15
	Advanced	Answers question; provides relevant examples from course text(s) with an attempt to illustrate and explain	Insightful analysis; fortifies position by demonstrating understanding of issue at hand	Basic rules of writing are followed; minor errors in style, tone, grammar, and/or spelling; answer is organized			8-11
	Proficient	Answers question; lacks specific and relevant examples, may be weak connection to text(s)	Some insightful analysis; attempts to fortify position through demonstrating some understanding of issues at hand	Basic rules of writing are followed; some errors in style, tone, grammar, and/or spelling; somewhatorganized			5-7
	Developing	Attempts to answerquestion; evidence is vague; inaccurate or weak connection to text(s)	Shows little analysis; little demonstration of issues at hand	Exhibits numerous errors of the basic rules of writing: style, tone, grammar and spelling are somewhat appropriate; not well organized			2-4
	Poor	Does not answer the question; little to no evidence provided; no connection to text(s)	Shows no analysis; no demonstration of issues at hand	Does not exhibit basic rules of writing: style, tone, grammar and spelling are not appropriate; no evidence of organization			0-1
Evaluate the effectiveness of a current social policy (e.g., healthcare, education).	Exemplary	Answers question; provides specific and relevant examples from course text(s) that are thoroughly illustrated and explained.	Persuasive and insightful analysis; fortifies position by demonstrating broader issue at hand	All rules of writing are followed with no errors in style, tone, grammar, or spelling; answer is organized well.			12-15
	Advanced	Answers question; provides relevant examples from course text(s) with an attempt to illustrate and explain	Insightful analysis; fortifies position by demonstrating understanding of issue at hand	Basic rules of writing are followed; minor errors in style, tone, grammar, and/or spelling; answer is organized			8-11
	Proficient	Answers question; lacks specific and relevant examples, may be weak connection to text(s)	Some insightful analysis; attempts to fortify position through demonstrating some understanding of issues at hand	Basic rules of writing are followed; some errors in style, tone, grammar, and/or spelling; somewhatorganized			5-7
	Developing	Attempts to answerquestion; evidence is vague; inaccurate or weak connection to text(s)	Shows little analysis; little demonstration of issues at hand	Exhibits numerous errors of the basic rules of writing: style, tone, grammar and spelling are somewhat appropriate; not well organized			2-4
	Poor	Does not answer the question; little to no evidence provided; no connection to text(s)	Shows no analysis; no demonstration of issues at hand	Does not exhibit basic rules of writing: style, tone, grammar and spelling are not appropriate; no evidence of organization			0-1
What does it mean to be human? Explore this question from various perspectives (philosophical, biological, social).	Excellent	The student demonstrates a deep understanding of the question, considering different aspects or interpretations.	The student demonstrates a good understanding of the question.	The student has a general understanding of the question.	The student demonstrates a limited understanding of the question.		12-15
	Good	The student conducts a thorough exploration, going beyond initial ideas and considering diverse perspectives.	The student explores the question in some detail, considering various possibilities.	The student provides a basic response with some exploration.	The student provides a basic response with some exploration.		8-11
	Fair	The student provides strong evidence from various sources and explains their reasoning in a clear and logical way.	The student provides relevant evidence and explains their reasoning somewhat clearly.	The student provides some evidence, but the reasoning is unclear.	The student provides little or no evidence to support their response.		4-7
	Poor	The student demonstrates significant creativity and originality in their exploration.	The student demonstrates some creative thinking and offers original ideas.	The student's response shows some creativity but is not very original.	The student's response lacks creativity and originality.		1-3
Imagine a future society vastly different from our own. Describe this society and the challenges and opportunities it presents.	Excellent	The student demonstrates a deep understanding of the question, considering different aspects or interpretations.	The student demonstrates a good understanding of the question.	The student has a general understanding of the question.	The student demonstrates a limited understanding of the question.		12-15
	Good	The student conducts a thorough exploration, going beyond initial ideas and considering diverse perspectives.	The student explores the question in some detail, considering various possibilities.	The student provides a basic response with some exploration.	The student provides a basic response with some exploration.		8-11
	Fair	The student provides strong evidence from various sources and explains their reasoning in a clear and logical way.	The student provides relevant evidence and explains their reasoning somewhat clearly.	The student provides some evidence, but the reasoning is unclear.	The student provides little or no evidence to support their response.		4-7
	Poor	The student demonstrates significant creativity and originality in their exploration.	The student demonstrates some creative thinking and offers original ideas.	The student's response shows some creativity but is not very original.	The student's response lacks creativity and originality.		1-3
If you could change one thing about the world, what would it be and why? Discuss the potential impact of this change.	Excellent	The student demonstrates a deep understanding of the question, considering different aspects or interpretations.	The student demonstrates a good understanding of the question.	The student has a general understanding of the question.	The student demonstrates a limited understanding of the question.		12-15
	Good	The student conducts a thorough exploration, going beyond initial ideas and considering diverse perspectives.	The student explores the question in some detail, considering various possibilities.	The student provides a basic response with some exploration.	The student provides a basic response with some exploration.		8-11
	Fair	The student provides strong evidence from various sources and explains their reasoning in a clear and logical way.	The student provides relevant evidence and explains their reasoning somewhat clearly.	The student provides some evidence, but the reasoning is unclear.	The student provides little or no evidence to support their response.		4-7
	Poor	The student demonstrates significant creativity and originality in their exploration.	The student demonstrates some creative thinking and offers original ideas.	The student's response shows some creativity but is not very original.	The student's response lacks creativity and originality.		1-3

Throughout history, different cultures have developed unique stories about the origins of the universe. If you could create a creation myth for a new civilization, what would it be? What values and beliefs would it reflect?	Excellent	The student demonstrates a deep understanding of the question, considering different aspects or interpretations.	The student demonstrates a good understanding of the question.	The student has a general understanding of the question.	The student demonstrates a limited understanding of the question.			12-15
	Good	The student conducts a thorough exploration, going beyond initial ideas and considering diverse perspectives.	The student explores the question in some detail, considering various possibilities.	The student provides a basic response with some exploration.	The student provides a basic response with some exploration.			8-11
	Fair	The student provides strong evidence from various sources and explains their reasoning in a clear and logical way.	The student provides relevant evidence and explains their reasoning somewhat clearly.	The student provides some evidence, but the reasoning is unclear.	The student provides little or no evidence to support their response.			4-7
	Poor	The student demonstrates significant creativity and originality in their exploration.	The student demonstrates some creative thinking and offers original ideas.	The student's response shows some creativity but is not very original.	The student's response lacks creativity and originality.			1-3
Imagine a future where humans can communicate directly with animals. What challenges and opportunities might this create? How would it change our relationship with the natural world?	Excellent	The student demonstrates a deep understanding of the question, considering different aspects or interpretations.	The student demonstrates a good understanding of the question.	The student has a general understanding of the question.	The student demonstrates a limited understanding of the question.			12-15
	Good	The student conducts a thorough exploration, going beyond initial ideas and considering diverse perspectives.	The student explores the question in some detail, considering various possibilities.	The student provides a basic response with some exploration.	The student provides a basic response with some exploration.			8-11
	Fair	The student provides strong evidence from various sources and explains their reasoning in a clear and logical way.	The student provides relevant evidence and explains their reasoning somewhat clearly.	The student provides some evidence, but the reasoning is unclear.	The student provides little or no evidence to support their response.			4-7
	Poor	The student demonstrates significant creativity and originality in their exploration.	The student demonstrates some creative thinking and offers original ideas.	The student's response shows some creativity but is not very original.	The student's response lacks creativity and originality.			1-3
If you could invent a new sense for humans to perceive the world, what would it be? How would it alter our understanding of reality and our interactions with each other?	Excellent	The student demonstrates a deep understanding of the question, considering different aspects or interpretations.	The student demonstrates a good understanding of the question.	The student has a general understanding of the question.	The student demonstrates a limited understanding of the question.			12-15
	Good	The student conducts a thorough exploration, going beyond initial ideas and considering diverse perspectives.	The student explores the question in some detail, considering various possibilities.	The student provides a basic response with some exploration.	The student provides a basic response with some exploration.			8-11
	Fair	The student provides strong evidence from various sources and explains their reasoning in a clear and logical way.	The student provides relevant evidence and explains their reasoning somewhat clearly.	The student provides some evidence, but the reasoning is unclear.	The student provides little or no evidence to support their response.			4-7
	Poor	The student demonstrates significant creativity and originality in their exploration.	The student demonstrates some creative thinking and offers original ideas.	The student's response shows some creativity but is not very original.	The student's response lacks creativity and originality.			1-3
Let's explore the idea of alternative history. Pick a pivotal moment in the past and imagine a different outcome. How might the course of human history have been altered? What would the world look like today?	Excellent	The student demonstrates a deep understanding of the question, considering different aspects or interpretations.	The student demonstrates a good understanding of the question.	The student has a general understanding of the question.	The student demonstrates a limited understanding of the question.			12-15
	Good	The student conducts a thorough exploration, going beyond initial ideas and considering diverse perspectives.	The student explores the question in some detail, considering various possibilities.	The student provides a basic response with some exploration.	The student provides a basic response with some exploration.			8-11
	Fair	The student provides strong evidence from various sources and explains their reasoning in a clear and logical way.	The student provides relevant evidence and explains their reasoning somewhat clearly.	The student provides some evidence, but the reasoning is unclear.	The student provides little or no evidence to support their response.			4-7
	Poor	The student demonstrates significant creativity and originality in their exploration.	The student demonstrates some creative thinking and offers original ideas.	The student's response shows some creativity but is not very original.	The student's response lacks creativity and originality.			1-3
Analyze a character's development and motivations in a literary work.	Excellent	Exceptional thesis in good academic style Paragraphs all clearly related to central focus of essay Follows all directions precisely	Paragraphs exceptionally well ordered to provide strong flow and synthesis of individual points. Paragraphs concisely unified and yet well developed.	Points are developed with originality and great clarity Includes striking examples, insightful reasons, etc.	Shows outstanding comprehension and perception Includes all evidence relevant to points being made	Vocabulary is precise and sophisticated		12-15
	Accomplished	Clear thesis supported by evidence Most paragraphs clearly relevant, supporting and explaining thesis. Follows almost all specific directions provided	Essay reads coherently and all points are made according to a defined pattern. Most paragraphs unified around a clear focus	Points are well developed in each paragraph. Arguments of the essay are supported with sufficient detail from sources. Includes specific details throughout essay.	Shows understanding of the literary text by using appropriate examples to support thesis Uses extensive evidence closely related to points being made	Uses precise vocabulary		8-11
	Developing	Thesis attempted but not covering same ground as essay. Paragraphs relevant to topic but connections are unclear. Attempts to follow directions but sometimes fails	Some paragraphs should be re-ordered Some paragraphs lack a clear focus	Some paragraphs underdeveloped. Includes enough detail to indicate familiarity with text.	Contains occasional errors Includes incomplete evidence from text to support statements	Sometimes uses imprecise language		4-7
	Needs Improvement	No clear thesis Paragraphs seem unrelated Fails to follow directions for focus, length, etc	Unclear principle of organization Most paragraphs are not unified	Many paragraphs too underdeveloped Few details to support statements	Contains several factual errors Includes little evidence showing familiarity with text.	Uses very limited vocabulary		1-3

Identify and explain the symbolism used in a poem or short story.	Excellent	Exceptional thesis in good academic style Paragraphs all clearly related to central focus of essay Follows all directions precisely	Paragraphs exceptionally well ordered to provide strong flow and synthesis of individual points. Paragraphs concisely unified and yet well developed.	Points are developed with originality and great clarity Includes striking examples, insightful reasons, etc.	Shows outstanding comprehension and perception Includes all evidence relevant to points being made	Vocabulary is precise and sophisticated		12-15
	Accomplished	Clear thesis supported by evidence Most paragraphs clearly relevant, supporting and explaining thesis. Follows almost all specific directions provided	Essay reads coherently and all points are made according to a defined pattern. Most paragraphs unified around a clear focus	Points are well developed in each paragraph. Arguments of the essay are supported with sufficient detail from sources. Includes specific details throughout essay.	Shows understanding of the literary text by using appropriate examples to support thesis Uses extensive evidence closely related to points being made	Uses precise vocabulary		8-11
	Developing	Thesis attempted but not covering same ground as essay. Paragraphs relevant to topic but connections are unclear. Attempts to follow directions but sometimes fails No clear thesis	Some paragraphs should be re-ordered Some paragraphs lack a clear focus	Some paragraphs underdeveloped. Includes enough detail to indicate familiarity with text.	Contains occasional errors Includes incomplete evidence from text to support statements	Sometimes uses imprecise language		4-7
	Needs Improvement	Paragraphs seem unrelated Fails to follow directions for focus, length, etc	Unclear principle of organization Most paragraphs are not unified	Many paragraphs too underdeveloped Few details to support statements	Contains several factual errors Includes little evidence showing familiarity with text.	Uses very limited vocabulary		1-3
Write a persuasive essay arguing for a particular interpretation of a literary text.	Excellent	Exceptional thesis in good academic style Paragraphs all clearly related to central focus of essay Follows all directions precisely	Paragraphs exceptionally well ordered to provide strong flow and synthesis of individual points. Paragraphs concisely unified and yet well developed.	Points are developed with originality and great clarity Includes striking examples, insightful reasons, etc.	Shows outstanding comprehension and perception Includes all evidence relevant to points being made	Vocabulary is precise and sophisticated		12-15
	Accomplished	Clear thesis supported by evidence Most paragraphs clearly relevant, supporting and explaining thesis. Follows almost all specific directions provided	Essay reads coherently and all points are made according to a defined pattern. Most paragraphs unified around a clear focus	Points are well developed in each paragraph. Arguments of the essay are supported with sufficient detail from sources. Includes specific details throughout essay.	Shows understanding of the literary text by using appropriate examples to support thesis Uses extensive evidence closely related to points being made	Uses precise vocabulary		8-11
	Developing	Thesis attempted but not covering same ground as essay. Paragraphs relevant to topic but connections are unclear. Attempts to follow directions but sometimes fails No clear thesis	Some paragraphs should be re-ordered Some paragraphs lack a clear focus	Some paragraphs underdeveloped. Includes enough detail to indicate familiarity with text.	Contains occasional errors Includes incomplete evidence from text to support statements	Sometimes uses imprecise language		4-7
	Needs Improvement	Paragraphs seem unrelated Fails to follow directions for focus, length, etc	Unclear principle of organization Most paragraphs are not unified	Many paragraphs too underdeveloped Few details to support statements	Contains several factual errors Includes little evidence showing familiarity with text.	Uses very limited vocabulary		1-3
Design an experiment to test a hypothesis about a natural phenomenon (e.g., plant growth, water pressure).	Excellent	Brief, clearly stated problem or question, relevant to the task.	Hypothesis is clearly stated in one sentence and supported by previous knowledge or research.	Procedure is specific, addresses the question or problem, defines data collection and specifies an appropriate control.	Student successfully carries out the experimental design as written. Data is collected correctly.	Conclusion is one sentence, clear, concise and relates back to the hypothesis. It is supported by the data.	Brief, clearly written paragraph explaining the rationale for the conclusion.	5
	Good	Brief, somewhat clearly stated problem or question, relevant to the task.	Hypothesis is somewhat vague, unclear, or wordy, and is somewhat based on previous knowledge or research.	Procedure is somewhat specific, does not completely address the question or problem, defines data collection, and specifies the control.	Student carries out the experimental design somewhat successfully. Data is collected.	Conclusion is somewhat clear, wordy or does not relate strongly back to the hypothesis. Data somewhat	The rationale for the conclusion is explained needs stronger support.	3
	Unsatisfactory	Poorly stated question or problem. May lack relevance.	Hypothesis is unclear and not based on previous knowledge or research.	Procedure is not specific, does not address the question or problem, or data collection and does not specify an appropriate control.	Student does not follow the experimental design or does not complete the experiment.	Conclusion is not supported by the data and is unclear.	The rationale for the conclusion is not well explained and lacks support.	1
Explain the theory of evolution and its supporting evidence.	Advanced	Question is clear, concise, and specifically targets a scientific concept.	Selects appropriate and varied evidence with clear justification.	Critically evaluates evidence, considering limitations and potential biases.	Explanation is concise, well-organized, and uses precise scientific language effectively.	Conclusion is well-supported by evidence, considers alternative explanations, and identifies limitations.		5
	Proficient	Question is about a scientific phenomenon.	Uses relevant evidence but lacks explanation for selection.	Analyzes evidence for accuracy and relevance.	Explanation is somewhat clear, organized, and uses scientific terminology appropriately.	Conclusion aligns with evidence but lacks detail or depth.		4
	Developing	Question is open-ended but lacks a scientific focus.	Uses some evidence but lacks clear connection to the question.	Describes evidence but doesn't analyze its strengths or weaknesses.	Explanation is somewhat clear but lacks organization or technical accuracy.	Conclusion somewhat relates to evidence but lacks explanation.		2
	Needs Improvement	Question is descriptive or asks for opinion.	Uses irrelevant or insufficient evidence.	Misinterprets or misrepresents evidence.	Explanation is unclear, disorganized, or uses inaccurate scientific terminology.	Conclusion doesn't follow from presented evidence.		0

Discuss the ethical considerations involved in genetic engineering.	Advanced	Question is clear, concise, and specifically targets a scientific concept.	Selects appropriate and varied evidence with clear justification.	Critically evaluates evidence, considering limitations and potential biases.	Explanation is concise, well-organized, and uses precise scientific language effectively.	Conclusion is well-supported by evidence, considers alternative explanations, and identifies limitations.		5
	Proficient	Question is about a scientific phenomenon.	Uses relevant evidence but lacks explanation for selection.	Analyzes evidence for accuracy and relevance.	Explanation is somewhat clear, organized, and uses scientific terminology appropriately.	Conclusion aligns with evidence but lacks detail or depth.		4
	Developing	Question is open-ended but lacks a scientific focus.	Uses some evidence but lacks clear connection to the question.	Describes evidence but doesn't analyze its strengths or weaknesses.	Explanation is somewhat clear but lacks organization or technical accuracy.	Conclusion somewhat relates to evidence but lacks explanation.		2
	Needs Improvement	Question is descriptive or asks for opinion.	Uses irrelevant or insufficient evidence.	Misinterprets or misrepresents evidence.	Explanation is unclear, disorganized, or uses inaccurate scientific terminology.	Conclusion doesn't follow from presented evidence.		0
Can the introduction of specific predators effectively control invasive species populations?	Advanced	Question is clear, concise, and specifically targets a scientific concept.	Selects appropriate and varied evidence with clear justification.	Critically evaluates evidence, considering limitations and potential biases.	Explanation is concise, well-organized, and uses precise scientific language effectively.	Conclusion is well-supported by evidence, considers alternative explanations, and identifies limitations.		5
	Proficient	Question is about a scientific phenomenon.	Uses relevant evidence but lacks explanation for selection.	Analyzes evidence for accuracy and relevance.	Explanation is somewhat clear, organized, and uses scientific terminology appropriately.	Conclusion aligns with evidence but lacks detail or depth.		4
	Developing	Question is open-ended but lacks a scientific focus.	Uses some evidence but lacks clear connection to the question.	Describes evidence but doesn't analyze its strengths or weaknesses.	Explanation is somewhat clear but lacks organization or technical accuracy.	Conclusion somewhat relates to evidence but lacks explanation.		2
	Needs Improvement	Question is descriptive or asks for opinion.	Uses irrelevant or insufficient evidence.	Misinterprets or misrepresents evidence.	Explanation is unclear, disorganized, or uses inaccurate scientific terminology.	Conclusion doesn't follow from presented evidence.		0
Do gravitational waves carry information about the source they originated from?	Advanced	Question is clear, concise, and specifically targets a scientific concept.	Selects appropriate and varied evidence with clear justification.	Critically evaluates evidence, considering limitations and potential biases.	Explanation is concise, well-organized, and uses precise scientific language effectively.	Conclusion is well-supported by evidence, considers alternative explanations, and identifies limitations.		5
	Proficient	Question is about a scientific phenomenon.	Uses relevant evidence but lacks explanation for selection.	Analyzes evidence for accuracy and relevance.	Explanation is somewhat clear, organized, and uses scientific terminology appropriately.	Conclusion aligns with evidence but lacks detail or depth.		4
	Developing	Question is open-ended but lacks a scientific focus.	Uses some evidence but lacks clear connection to the question.	Describes evidence but doesn't analyze its strengths or weaknesses.	Explanation is somewhat clear but lacks organization or technical accuracy.	Conclusion somewhat relates to evidence but lacks explanation.		2
	Needs Improvement	Question is descriptive or asks for opinion.	Uses irrelevant or insufficient evidence.	Misinterprets or misrepresents evidence.	Explanation is unclear, disorganized, or uses inaccurate scientific terminology.	Conclusion doesn't follow from presented evidence.		0
Can a new material be developed to capture carbon dioxide from the atmosphere and convert it into a usable fuel?	Advanced	Question is clear, concise, and specifically targets a scientific concept.	Selects appropriate and varied evidence with clear justification.	Critically evaluates evidence, considering limitations and potential biases.	Explanation is concise, well-organized, and uses precise scientific language effectively.	Conclusion is well-supported by evidence, considers alternative explanations, and identifies limitations.		5
	Proficient	Question is about a scientific phenomenon.	Uses relevant evidence but lacks explanation for selection.	Analyzes evidence for accuracy and relevance.	Explanation is somewhat clear, organized, and uses scientific terminology appropriately.	Conclusion aligns with evidence but lacks detail or depth.		4
	Developing	Question is open-ended but lacks a scientific focus.	Uses some evidence but lacks clear connection to the question.	Describes evidence but doesn't analyze its strengths or weaknesses.	Explanation is somewhat clear but lacks organization or technical accuracy.	Conclusion somewhat relates to evidence but lacks explanation.		2
	Needs Improvement	Question is descriptive or asks for opinion.	Uses irrelevant or insufficient evidence.	Misinterprets or misrepresents evidence.	Explanation is unclear, disorganized, or uses inaccurate scientific terminology.	Conclusion doesn't follow from presented evidence.		0
Do certain gut bacteria influence human mood and behavior?	Advanced	Question is clear, concise, and specifically targets a scientific concept.	Selects appropriate and varied evidence with clear justification.	Critically evaluates evidence, considering limitations and potential biases.	Explanation is concise, well-organized, and uses precise scientific language effectively.	Conclusion is well-supported by evidence, considers alternative explanations, and identifies limitations.		5
	Proficient	Question is about a scientific phenomenon.	Uses relevant evidence but lacks explanation for selection.	Analyzes evidence for accuracy and relevance.	Explanation is somewhat clear, organized, and uses scientific terminology appropriately.	Conclusion aligns with evidence but lacks detail or depth.		4
	Developing	Question is open-ended but lacks a scientific focus.	Uses some evidence but lacks clear connection to the question.	Describes evidence but doesn't analyze its strengths or weaknesses.	Explanation is somewhat clear but lacks organization or technical accuracy.	Conclusion somewhat relates to evidence but lacks explanation.		2
	Needs Improvement	Question is descriptive or asks for opinion.	Uses irrelevant or insufficient evidence.	Misinterprets or misrepresents evidence.	Explanation is unclear, disorganized, or uses inaccurate scientific terminology.	Conclusion doesn't follow from presented evidence.		0
Are there past ice ages preserved on Mars that could hold evidence of ancient life?	Advanced	Question is clear, concise, and specifically targets a scientific concept.	Selects appropriate and varied evidence with clear justification.	Critically evaluates evidence, considering limitations and potential biases.	Explanation is concise, well-organized, and uses precise scientific language effectively.	Conclusion is well-supported by evidence, considers alternative explanations, and identifies limitations.		5
	Proficient	Question is about a scientific phenomenon.	Uses relevant evidence but lacks explanation for selection.	Analyzes evidence for accuracy and relevance.	Explanation is somewhat clear, organized, and uses scientific terminology appropriately.	Conclusion aligns with evidence but lacks detail or depth.		4
	Developing	Question is open-ended but lacks a scientific focus.	Uses some evidence but lacks clear connection to the question.	Describes evidence but doesn't analyze its strengths or weaknesses.	Explanation is somewhat clear but lacks organization or technical accuracy.	Conclusion somewhat relates to evidence but lacks explanation.		2
	Needs Improvement	Question is descriptive or asks for opinion.	Uses irrelevant or insufficient evidence.	Misinterprets or misrepresents evidence.	Explanation is unclear, disorganized, or uses inaccurate scientific terminology.	Conclusion doesn't follow from presented evidence.		0
Analyze the causes and consequences of a major historical event (e.g., World War II, the American Revolution).	Excellent	Topic sentence is accurate and clearly answers the question with supporting sentences to set up the body paragraphs.	Question is answered completely and accurately with details and support that strengthen ideas	Evidence supports the ideas, are adequately detailed, and the source is identified.	Closure seen restating ideas that provide both strength and purpose to the writing.	Use of grammar and conventions is flawless. No mistakes seen.		5
	Good	Topic sentence answers the question and an attempt at setting up the body paragraphs.	Response to question is partially answered with some detail and evidence to support ideas	Some accurate evidence is presented that supports the ideas. Limited in detailed.	Some closure is attempted, but it lacks strength or purpose.	Some mistakes are evident in either grammar or conventions, but does not take from the overall effect of ideas presented.		3
	Fair	Topic sentence attempts to answer the question but is limited in setting up ideas or details.	An answer to the question is attempted but lacks details that support response.	Little evidence is provided, or does not support ideas in a meaningful way.	Closure is weak and lacks both strength and purpose.	Mistakes in both grammar and conventions are obvious and weaken the overall paper.		2

	Poor	No topic sentence is used.	Answer is incorrect or inadequate.	Evidence is not provided.	No closure is attempted	Mistakes in both grammar and convention usage limit understanding of ideas.		1
Compare and contrast the lives of two historical figures from different eras.	Excellent	Topic sentence is accurate and clearly answers the question with supporting sentences to set up the body paragraphs.	Question is answered completely and accurately with details and support that strengthen ideas	Evidence supports the ideas, are adequately detailed, and the source is identified.	Closure seen restating ideas that provide both strength and purpose to the writing.	Use of grammar and conventions is flawless. No mistakes seen.		5
	Good	Topic sentence answers the question and an attempt at setting up the body paragraphs.	Response to question is partially answered with some detail and evidence to support ideas	Some accurate evidence is presented that supports the ideas. Limited in detailed.	Some closure is attempted, but it lacks strength or purpose.	Some mistakes are evident in either grammar or conventions, but does not take from the overall effect of ideas presented.		3
	Fair	Topic sentence attempts to answer the question but is limited in setting up ideas or details.	An answer to the question is attempted but lacks details that support response.	Little evidence is provided, or does not support ideas in a meaningful way.	Closure is weak and lacks both strength and purpose.	Mistakes in both grammar and conventions are obvious and weaken the overall paper.		2
	Poor	No topic sentence is used.	Answer is incorrect or inadequate.	Evidence is not provided.	No closure is attempted	Mistakes in both grammar and convention usage limit understanding of ideas.		1
Evaluate the impact of a technological advancement on a specific historical period.	Excellent	Topic sentence is accurate and clearly answers the question with supporting sentences to set up the body paragraphs.	Question is answered completely and accurately with details and support that strengthen ideas	Evidence supports the ideas, are adequately detailed, and the source is identified.	Closure seen restating ideas that provide both strength and purpose to the writing.	Use of grammar and conventions is flawless. No mistakes seen.		5
	Good	Topic sentence answers the question and an attempt at setting up the body paragraphs.	Response to question is partially answered with some detail and evidence to support ideas	Some accurate evidence is presented that supports the ideas. Limited in detailed.	Some closure is attempted, but it lacks strength or purpose.	Some mistakes are evident in either grammar or conventions, but does not take from the overall effect of ideas presented.		3
	Fair	Topic sentence attempts to answer the question but is limited in setting up ideas or details.	An answer to the question is attempted but lacks details that support response.	Little evidence is provided, or does not support ideas in a meaningful way.	Closure is weak and lacks both strength and purpose.	Mistakes in both grammar and conventions are obvious and weaken the overall paper.		2
	Poor	No topic sentence is used.	Answer is incorrect or inadequate.	Evidence is not provided.	No closure is attempted	Mistakes in both grammar and convention usage limit understanding of ideas.		1
The French Revolution vs. The American Revolution: Compare and contrast the causes, events, and outcomes of the French and American Revolutions. Analyze the role of Enlightenment ideals, social unrest, and political structures in each revolution. Consider the long-term impact of each revolution on their respective countries and global politics.	Excellent	Topic sentence is accurate and clearly answers the question with supporting sentences to set up the body paragraphs.	Question is answered completely and accurately with details and support that strengthen ideas	Evidence supports the ideas, are adequately detailed, and the source is identified.	Closure seen restating ideas that provide both strength and purpose to the writing.	Use of grammar and conventions is flawless. No mistakes seen.		5
	Good	Topic sentence answers the question and an attempt at setting up the body paragraphs.	Response to question is partially answered with some detail and evidence to support ideas	Some accurate evidence is presented that supports the ideas. Limited in detailed.	Some closure is attempted, but it lacks strength or purpose.	Some mistakes are evident in either grammar or conventions, but does not take from the overall effect of ideas presented.		3
	Fair	Topic sentence attempts to answer the question but is limited in setting up ideas or details.	An answer to the question is attempted but lacks details that support response.	Little evidence is provided, or does not support ideas in a meaningful way.	Closure is weak and lacks both strength and purpose.	Mistakes in both grammar and conventions are obvious and weaken the overall paper.		2
	Poor	No topic sentence is used.	Answer is incorrect or inadequate.	Evidence is not provided.	No closure is attempted	Mistakes in both grammar and convention usage limit understanding of ideas.		1
The Industrial Revolution in Britain vs. The Industrial Revolution in the United States: Compare and contrast the development of the Industrial Revolution in Britain and the United States. Analyze the factors that contributed to industrialization in each country, such as technological advancements, available resources, and government policies. Explore the social and economic impacts of industrialization on both countries	Excellent	Topic sentence is accurate and clearly answers the question with supporting sentences to set up the body paragraphs.	Question is answered completely and accurately with details and support that strengthen ideas	Evidence supports the ideas, are adequately detailed, and the source is identified.	Closure seen restating ideas that provide both strength and purpose to the writing.	Use of grammar and conventions is flawless. No mistakes seen.		5
	Good	Topic sentence answers the question and an attempt at setting up the body paragraphs.	Response to question is partially answered with some detail and evidence to support ideas	Some accurate evidence is presented that supports the ideas. Limited in detailed.	Some closure is attempted, but it lacks strength or purpose.	Some mistakes are evident in either grammar or conventions, but does not take from the overall effect of ideas presented.		3
	Fair	Topic sentence attempts to answer the question but is limited in setting up ideas or details.	An answer to the question is attempted but lacks details that support response.	Little evidence is provided, or does not support ideas in a meaningful way.	Closure is weak and lacks both strength and purpose.	Mistakes in both grammar and conventions are obvious and weaken the overall paper.		2
	Poor	No topic sentence is used.	Answer is incorrect or inadequate.	Evidence is not provided.	No closure is attempted	Mistakes in both grammar and convention usage limit understanding of ideas.		1