

## CCSS Cross-Curricular Writing Rubric

Categories	1 Emerging	2 Developing	3 Proficient	4 Exemplary
<b>CLAIM</b> Thesis Central Claim Central Assertion	- Contains an unidentifiable central assertion or claim	- Contains an unclear or emerging central assertion or claim  - Suggests a vague assertion or a vague position	- Contains a central assertion or claim  - Seeks to inform the reader about the topic and/or takes a purposeful position on an issue	- Contains a clear, compelling central assertion or claim  - Informs the reader about the topic and/or takes a purposeful position on an issue
<b>EVIDENCE</b> Data Examples [Research] AND Quotations	-Contains limited evidence to support the assertion	-Attempts to support the central claim or assertion with some evidence but may be lacking in quality or relevance  -May provide too much data that is irrelevant or unnecessary	- Provides sufficient evidence to explain the topic and support the central claim or assertion	- Provides significant and relevant <b>textual</b> evidence that develops the topic and supports the central claim or assertion
<b>REASONING</b> Justification Commentary Warrants	-Lacks original analysis or commentary  -Lacks connections between most evidence and the central claim or assertion	-Draws limited connections between evidence and thesis statement  -May simply restate or paraphrase the evidence, or be lacking in development	-Provides commentary in an attempt to explain the significance of evidence  -May need more development or further explanation of evidence	- Original analysis and commentary connects all evidence back to the central claim or assertion (thesis statement)  - Explains relationships between the main assertion, topic sentences, and evidence
<b>TONE</b> Formal Tone Style Conventions	-Demonstrates informal or inappropriate tone throughout (errors distract from content).  -No evidence of proofreading  -No use of transitional words/phrases	-Demonstrates limited awareness of conventions or formal tone with several errors. -Little evidence of proofreading and editing. - Use of one transitional word/phrase or repetition of same transition words/phrases	-Presents a formal tone with minor errors.  -Some evidence of proofreading and editing  -Use of 3+ transitional words/phrases to connect ideas	-Presents engaging, formal tone with few or no errors in standard conventions of English. -Ample evidence of proofreading and editing. -Use of 5+ transitional words/phrases to connect/flow between ideas
<b>CITATIONS</b> (when using outside resources)	- Some citations missing  - References page is poorly formatted or missing information (if applicable).	- Cites all evidence, but there are multiple formatting errors  - Includes a references page, but may contain multiple formatting errors (if applicable).	- Cites all evidence, but may have minor formatting errors  - Includes a references page with minor errors (if applicable).	- Properly cites all evidence with (author #) after each quotation -- See model essay distribution on 12/15  - Includes a properly formatted references page (if applicable).

\*Based on NGSS CER model