NTMS Essay/Extended-Response Rubric

CCSS	Missing	Attempting	Developing	Achieving	Exceeding
Introduction *a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*	Student has not introduced the topic.	Student attempts to introduce the topic clearly, previewing what is to follow. However, one or more of the introductory elements (HOOK, LINK, or THESIS) may be missing or may be applied inaccurately.	Student partially introduces the topic by demonstrating a developing form of a HOOK, LINK, and/or THESIS.	Student introduces the topic clearly, previewing what is to follow. The introduction includes an effective HOOK, LINK, and THESIS.	Student introduces the topic clearly. The introduction includes an exemplary HOOK, LINK, and THESIS.
Supporting Details *Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.*	Supporting Details are missing and/or completely irrelevant.	Student attempts to use text-based details, but the details are vague, inaccurate, and loosely connected to the topic.	Student uses some text-based details with explanations that are sufficient and relevant to help develop the topic.	Student effectively uses relevant and sufficient text-based details to support and explain the topic.	Student uses relevant and sufficient text-based details to support and explain the topic in an exemplary manner.
Conclusion *Provide a concluding statement or section that follows from and supports the information or explanation presented*	Student has not included a conclusion	Student attempts to provide a conclusion. However, one or more of the concluding statements (THESIS RESTATEMENT or FINAL THOUGHT) may be missing or may be applied inaccurately.	Student partially concludes the topic by demonstrating a developing form of THESIS RESTATEMENT and/or a FINAL THOUGHT.	Student effectively concludes the topic through a THESIS RESTATEMENT and a FINAL THOUGHT.	Student concludes the topic through an exemplary THESIS STATEMENT and an insightful FINAL THOUGHT.

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Sentence Structure - *Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.* -. *Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.*	Sentence structure lacks any variation. Missing transitions to create cohesion.	Student attempts to vary sentence structure and includes few, if any, transitions to create cohesion or clarify the relationships among ideas and concepts.	Student is developing a varied, but inconsistent, use of sentence structure with transitions that partially link the major sections of the text, creating cohesion, and/or clarifying the relationships among ideas and concepts.	Effective use of varied sentence structure with transitions that are effective, creating cohesion, and/or clarifying the relationships among ideas and concepts.	Exemplary use of varied sentence structure with transitions, creating cohesion, and/or clarifying the relationships among ideas and concepts.
Vocabulary & Style - *Use precise language and domain-specific vocabulary to inform about or explain the topic* - *Establish and maintain a formal style.*	Student does not establish a task-appropriate style and/or tone using below grade-level vocabulary or language that is specific to the task.	Student attempts to establish a task-appropriate style and tone through the use of grade-level vocabulary and/or language appropriate to the task.	Student partially establishes a task-appropriate style and tone through an inconsistent use of grade-level vocabulary and/or language appropriate to the task.	Student establishes a task- appropriate style and tone through an effective use of grade-level vocabulary and/or language appropriate to the task.	Student establishes and maintains a task-appropriate style and tone through an exemplary use of vocabulary at or above grade level and appropriate to the task
Conventions 1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* **2.** *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Writing has frequent errors in spelling, punctuation, capitalization, grammar and usage that significantly interfere with both the readability and comprehension of the piece.	Writing has many errors in spelling, punctuation, capitalization, grammar and usage that somewhat interfere with the readability of the piece.	Writing has several errors in spelling, punctuation, capitalization, grammar and usage that detract from the readability or voice of the piece.	Writing has some errors in spelling, punctuation, capitalization, grammar and usage that are repetitive, but do not interfere with the readability or voice of the piece.	Writing has few, if any, errors in spelling, punctuation, capitalization, grammar and usage.