



**Literacy Design
Collaborative**

LDC Task Template Collection Version 3.0

December 2014

LDC Task Templates for Kindergarten and Grade I

Cognitive Demand	ARGUMENTATION (OPINION)	INFORMATIONAL/EXPLANATORY
1 Definition		Task IE1: [Insert optional question] After (reading/researching/listening to) _____ (literary text/s and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you define _____ (concept or term) and explain _____ (content). Support your response with evidence from the text/s.
2 Description		Task IE2: [Insert optional question] After (reading/researching/listening to) _____ (literary text/s and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you describe _____ (content). Support your response with evidence from the text/s.
3 Explanation	Task A3: [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you explain _____ (content). Support your opinion with evidence from the text/s.	Task IE3: [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you explain _____ (content). Support your response with evidence from the text/s.
4 Analysis		Task IE4: [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you discuss _____ (content). Support your response with evidence from the text/s.
5 Comparison	Task A5: [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you compare _____ (content). Support your opinion with evidence from the text/s.	Task IE5: [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you compare _____ (content). Support your response with evidence from the text/s.
6 Cause-Effect		Task IE6: [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you explain the cause/s of _____ (content) and the effect/s _____ (content). Support your response with evidence from the text/s.

Rubrics for Scoring Student Responses to Teaching Tasks for Kindergarten and Grade I

The Argumentation (Opinion) Rubric and the Informational/Explanatory Rubric for Kindergarten and Grade I Teaching Tasks are attached in the Appendix to *LDC Task Template Collection Version 3.0*.

LDC Elementary Task Templates for Grades 2–5

Cognitive Demand	ARGUMENTATION (OPINION)	INFORMATIONAL/EXPLANATORY
1 Definition		Task IE1: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you define _____ (concept or term) and explain _____ (content). Support your response with evidence from the text/s.
2 Description		Task IE2: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you describe _____ (content). Support your response with evidence from the text/s.
3 Explanation	Task A3: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you explain _____ (content). Support your opinion with evidence from the text/s.	Task IE3: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you explain _____ (content). Support your response with evidence from the text/s.
4 Analysis		Task IE4: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content). Support your response with evidence from the text/s.
5 Comparison	Task A5: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you compare _____ (content). Support your opinion with evidence from the text/s.	Task IE5: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you compare _____ (content). Support your response with evidence from the text/s.
6 Cause-Effect	Task A6: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue the cause/s of _____ (content) and explain the effect/s _____ (content). Support your opinion with evidence from the text/s.	Task IE6: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you examine the cause/s of _____ (content) and explain the effect/s _____ (content). Support your response with evidence from the text/s.
7 Procedural-Sequential		Task IE7: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you relate how _____ (content). Support your response with evidence from the text/s.

Rubrics for Scoring Student Responses to Teaching Tasks for Grades 2–5

The Argumentation (Opinion) Rubric and the Informational/Explanatory Rubric for Grades 2–5 Teaching Tasks are attached in the Appendix to *LDC Task Template Collection Version 3.0*.

LDC Task Templates for Grades 6–12

Cognitive Demand	ARGUMENTATION	INFORMATIONAL/EXPLANATORY
1 Definition		Task IE1: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you define _____ (concept or term) and explain _____ (content). Support your discussion with evidence from the text/s.
2 Description		Task IE2: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you describe _____ (content). Support your discussion with evidence from the text/s.
3 Explanation		Task IE3: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you explain _____ (content). Support your discussion with evidence from the texts.
4 Analysis	Task A4: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s.	Task IE4: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content). Support your discussion with evidence from the text/s.
5 Comparison	Task A5: [Insert optional question] After (reading/researching) _____ (literary and/or informational text/s on _____ content), write _____ (product) in which you compare _____ (content) and argue _____ (content). Support your position with evidence from the text/s.	Task IE5: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you compare _____ (content). Support your discussion with evidence from the text/s.
6 Cause-Effect	Task A6: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue the cause/s of _____ (content) and explain the effect/s _____ (content). Support your position with evidence from the text/s.	Task IE6: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you examine cause/s of _____ (content) and explain the effect/s _____ (content). Support your discussion with evidence from the text/s.
7 Procedural-Sequential		Task IE7: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you relate how _____ (content). Support your discussion with evidence from the text/s.

<p>8 Hypothesis-Experiment</p>		<p>Task IE8: [Insert optional question] After (reading/researching) _____ (informational text/s on _____ content), developing a hypothesis, and conducting an experiment examining _____ (content), write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis.</p>
<p>9 Evaluation</p>	<p>Task A9: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you discuss _____ (content) and evaluate _____ (content). Support your position with evidence from the text/s.</p>	
<p>10 Problem-Solution</p>	<p>Task A10: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you identify a problem _____ (content) and propose a solution. Support your position with evidence from the text/s.</p>	

Rubrics for Scoring Student Responses to Teaching Tasks for Grades 6–12

The Argumentation Rubric and the Informational/Explanatory Rubric for Grades 6–12 Teaching Tasks are attached in the Appendix to *LDC Task Template Collection Version 3.0*.

Optional Demands for Adding Rigor to Teaching Tasks

Demands may be added to a teaching task to increase its rigor. You might choose to add either a single demand or multiple demands depending on your students' needs, grade level standards, or content. Additional demands can also be used as a mechanism to provide additional differentiation for individuals or groups with similar instructional needs.

- D1** Be sure to acknowledge competing views. (Use with Argumentation tasks.)
- D2** Give _____ examples from past or current _____ (events; issues) to illustrate and clarify your position.
- D3** What _____ (lesson/s, conclusion/s, implication/s) can you draw about _____ (content)?
- D4** In your discussion, address the credibility and origin of sources.
- D5** Identify any gaps or unanswered questions.
- D6** Include _____ (bibliography, citations, references, endnotes).
- D7** Include _____ (charts, tables, illustrations, and/or stylistic devices) to help convey your message to your readers.
- D8** Explain how _____ (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) and _____ (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) are _____ (connected or related).
- D9** Include a _____ (retelling, recounting, summary) in your response. (Use with K–I and 2–5 tasks.)
- D10** Include _____ (specific or #) _____ (key detail/s or example/s) from the text/s in your response. (Use with K–I and 2–5 tasks.)
- D11** Connect _____ (content) and _____ (content) in your response. (Use with K–I and 2–5 tasks.)

Appendix: Argumentation (Opinion) Rubric for Kindergarten and Grade 1 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt and provides a position but focus is uneven. D: Addresses additional demands superficially.		Addresses prompt appropriately with a steady focus and provides a position; stays on task. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt with a strong focus and provides convincing position; stays on task. D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.	
Controlling Idea	Lacks a preference, opinion, or claim.		States a preference, opinion, or claim.		States a credible preference, opinion, or claim.		States and maintains a credible preference, opinion, or claim.	
Reading/ Research (when applicable)	Provides information not connected or relevant to the reading materials or purpose of the prompt.		Provides details from reading materials relevant to the purpose of the prompt but lacks accuracy.		Accurately provides details from reading materials that support the preference, opinion, or claim.		Accurately and effectively provides key details from reading materials that support the preference, opinion, or claim.	
Development	Lacks reasons that support preference, opinion, or claim.		Provides reasons that support the preference, opinion, or claim.		Provides sufficient reasons that support the preference, opinion, or claim.		Provides sound reasons and key details that support the preference, opinion, or claim.	
Organization	Lacks organization of ideas.		Attempts to organize ideas.		Demonstrates some elements of organization: including an introduction of topic or book, supporting reasons, and/or closure or a concluding statement or section.		Demonstrates elements of organization: including an introduction of topic or book, supporting reasons, and closure or a concluding statement or section.	
Conventions	Attempts to apply grade-appropriate conventions of standard English* but lacks cohesion and control of grammar, usage, and mechanics.		Demonstrates an uneven command of grade-appropriate conventions of standard English.*		Demonstrates a command of grade-appropriate standard English conventions, with few errors, as appropriate to grade level.*		Demonstrates and maintains a well-developed command of grade-appropriate conventions of standard English, with few errors.*	
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows basic or uneven understanding of topic or disciplinary content.		Presents generally accurate understanding of topic or disciplinary content.		Presents relevant and accurate disciplinary content to demonstrate in-depth understanding.	

* “Grade-appropriate conventions of standard English” means grade-level CCSS language standards that are appropriate to time of year and student’s language development stage.

Appendix: Informational/Explanatory Rubric for Kindergarten and Grade 1 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt but focus is uneven. D: Addresses additional demands superficially.		Addresses prompt appropriately with a steady focus; stays on task. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt with a developed and consistent focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Lacks a clear topic or controlling idea.		Names a topic or controlling idea, though may lack clarity or credibility.		Names a credible topic or controlling idea.		Names and maintains a strong and credible topic or controlling idea.
Reading/ Research (when applicable)	Provides details not connected to the reading materials or to the prompt.		Provides some details from reading materials but lacks accuracy or relevance.		Accurately provides some details from reading materials relevant to the prompt.		Accurately and effectively provides key details from reading materials relevant to the prompt.
Development	Does not provide details or is off task.		Provides some details that support the focus and controlling idea.		Provides appropriate details that support the focus and controlling idea.		Provides key details that strongly support the focus and controlling idea.
Organization	Lacks organization of topic and information.		Attempts to organize topic and information.		Demonstrates some elements of organization: including an introduction of topic, supporting details, and/or closure or a concluding statement or section.		Demonstrates elements of organization: including an introduction, supporting details, and closure or a concluding statement or section.
Conventions	Lacks control of grammar, usage, and mechanics appropriate to grade level.*		Demonstrates an uneven command of standard English conventions appropriate to grade level.*		Demonstrates a command of standard English conventions, with few errors, as appropriate to grade level.*		Demonstrates and maintains a well-developed command of standard English conventions, with few errors, as appropriate to grade level.*
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of topic or disciplinary content.		Presents generally accurate understanding of topic or disciplinary content.		Presents relevant and accurate disciplinary content to enhance understanding of topic.

* “Grade-appropriate conventions of standard English” means grade-level CCSS language standards that are appropriate to time of year and student’s language development stage.

Appendix: Argumentation (Opinion) Rubric for Grades 2–5 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt appropriately but with weak or uneven focus. D: Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus; stays on task. Provides a generally convincing position. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus and convincing position; stays on task. D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.
Controlling Idea	Attempts to establish an opinion or claim but lacks a clear purpose.		Establishes an opinion or claim.		Establishes a credible opinion or claim.		Establishes and maintains a substantive and credible opinion or claim.
Reading or Research	Attempts to provide information from reading materials but lacks connections or relevance to the prompt.		Provides some details from reading materials relevant to the prompt with minor lapses in accuracy or completeness.		Accurately provides details from reading materials relevant to the prompt that support opinion or claim.		Accurately and effectively provides concrete details from reading materials to support opinion or claim.
Development	Attempts to provide details in response to the prompt but lacks sufficient development or relevance to the prompt.		Provides appropriate details to support and develop the focus, opinion, or claim with minor lapses in the reasoning, examples, or explanations.		Provides appropriate and sufficient details to support and develop the focus, opinion, or claim.		Provides sound reasoning and detailed information to effectively support and develop the focus, opinion, or claim.
Organization	Attempts to organize ideas but lacks control of structure.		Uses an organizational structure to develop reasoning and logic, with minor lapses in structure or coherence.		Organizational structure adequately supports and reveals the reasoning and logic of the opinion or claim.		Maintains an organizational structure intentionally and effectively. Structure enhances development of the reasoning and logic of the opinion or claim.
Conventions	Attempts to apply grade-appropriate conventions of standard English* but lacks cohesion and control of grammar, usage, and mechanics. Does not list sources.		Shows uneven command of cohesion and grade appropriate conventions of standard English.* Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources.		Shows command of cohesion and grade-appropriate conventions of standard English* with few errors. Uses language and tone appropriate to audience, purpose, and specific requirements of the prompt. Lists sources with only minor errors.		Shows well-developed command of cohesion and grade-appropriate conventions of standard English* with few errors. Uses language and tone consistently appropriate to audience, purpose, and specific requirements of the prompt. Lists sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in opinion or claim but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

* “Grade-appropriate conventions of standard English” means grade-level CCSS language standards that are appropriate to time of year and student’s language development stage.

Appendix: Informational/Explanatory Rubric for Grades 2–5 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus; stays on task. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.	
Controlling Idea	Attempts to establish a controlling idea but lacks a clear purpose.		Establishes a controlling idea with a general purpose, though may lack clarity or credibility.		Establishes a credible controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/ Research (when applicable)	Attempts to present information from reading materials but lacks connections or relevance to the prompt.		Presents some information from reading materials relevant to the prompt with minor lapses in accuracy or completeness.		Accurately presents sufficient details from reading materials relevant to the purpose of the prompt.		Accurately and effectively presents information and concrete details from reading materials that are relevant to all parts of the prompt.	
Development	Attempts to provide details in response to the prompt, including retelling but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and concrete details to strongly support the focus and controlling idea.	
Organization	Attempts to organize ideas but lacks control of structure.		Uses an appropriate structure to address the specific requirements of the prompt, with minor lapses in coherence and/or structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt, including an introduction of topic, supporting details, and/or a concluding statement or section.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.	
Conventions	Attempts to apply grade-appropriate conventions of standard English* but lacks cohesion and control of grammar, usage, mechanics, language and tone. Does not list sources.		Shows uneven command of cohesion and grade appropriate conventions of standard English.* Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources.		Shows command of cohesion and grade-appropriate conventions of standard English* with few errors. Uses language and tone appropriate to audience, purpose, and specific requirements of the prompt. Lists sources with only minor errors.		Shows well-developed command of cohesion and grade-appropriate conventions of standard English* with few errors. Uses language and tone consistently appropriate to audience, purpose, and specific requirements of the prompt. Lists sources using appropriate format.	
Content Understanding	Attempts to include disciplinary content but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	

* “Grade-appropriate conventions of standard English” means grade-level CCSS language standards that are appropriate to time of year and student’s language development stage.

Appendix: Argumentation Rubric for Grades 6–12 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt appropriately and establishes a position but focus is uneven. D: Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to reference reading materials to develop response but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions but lacks cohesion and control of grammar, usage, mechanics, language and tone. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Appendix: Informational/Explanatory Rubric for Grades 6–12 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.