**Production and Distribution of Writing**

* **[CCSS.ELA-Literacy.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* [**CCSS.ELA-Literacy.W.9-10.5**](http://www.corestandards.org/ELA-Literacy/W/9-10/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [**here**](http://www.corestandards.org/ELA-Literacy/L/9-10).)
* [**CCSS.ELA-Literacy.W.9-10.6**](http://www.corestandards.org/ELA-Literacy/W/9-10/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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|  | **Production and Distribution of Writing** |
| **4: Exceeds Standard** | -Development, organization, and style are exceedingly appropriate to the task. -The structure and style is well chosen and artfully rendered. -Evidence of planning, editing, and rewriting is especially clear and includes a one to two paragraph in-depth reflection on what revisions were made between the first and final drafts.  -When published online, hyperlinks are used effectively and creatively to aid the reader’s understanding of the publication. |
| **3: Meets Standard** | -Development, organization, and style are appropriate to the task. -The structure and style is well chosen and mostly compelling. -Evidence of planning, editing, and rewriting is clear and includes a one to two paragraph in-depth reflection on what revisions were made between the first and final drafts, though the reflection could focus more on explaining choices, not just telling what choices were made.  -When published online, hyperlinks are used mostly effectively and creatively to aid the reader’s understanding of the publication. |
| **2: Approaching Standard** | -Development, organization, and style are somewhat appropriate to the task. -The structure and style is sometimes effective and appropriate. -Evidence of planning, editing, and rewriting exists but is not complete and/or reflections are too brief.  -When published online, hyperlinks are sometimes used effectively and creatively to aid the reader’s understanding of the publication. |
| **1: Below Standard** | -Development, organization, and style are rarely appropriate to the task. -The structure and style is occasionally effective and well-chosen.  -Evidence of planning, editing, and rewriting is rarely clear and does not include a one to two paragraph in-depth reflection on what revisions were made between the first and final drafts or the reflection is too brief to score.  -When published online, hyperlinks are rarely used effectively and creatively to aid the reader’s understanding of the publication. |
| **0: No evidence** | Not enough evidence |