

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to thoroughly and insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. utilizes effective organizational strategies to create a unified whole and to aid in comprehension. effectively clarifies relationships among ideas and concepts to create cohesion. contains an effective and relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language, domain-specific vocabulary, and literary techniques² appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.³ may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language, domain-specific vocabulary, and literary techniques² appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.³ contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. clarifies some relationships among ideas and concepts, but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language, domain-specific vocabulary, and literary techniques.² illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.³ contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language, domain-specific vocabulary, and literary techniques.² illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.³ contains numerous and repeated errors that seriously impede meaning.

¹ Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

² Literary techniques are only expected at grades 11-12.

³ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.