

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimulus, the writing: - utilizes well-chosen, relevant, and sufficient evidence¹ from the stimulus to insightfully develop the topic. - thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimulus.	In response to the task and the stimulus, the writing: - contains an effective and relevant introduction, - utilizes effective organizational strategies to create a unified whole and to add in comprehensiveness, - effectively clarifies relationships among ideas and concepts to create cohesion, - contains an effective and relevant concluding statement or section.	The writing: - illustrates consistent and sophisticated command of precise language and domain-specific vocabulary 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.	The writing: - demonstrates consistent and sophisticated command of grade-level conventions of standard written English.¹ - may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimulus, the writing: - utilizes relevant and sufficient evidence¹ from the stimulus to adequately develop the topic. - adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimulus.	In response to the task and the stimulus, the writing: - contains a relevant introduction, - utilizes adequate organizational strategies to create a mostly unified whole and to add in comprehensiveness, - clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion, - contains a relevant concluding statement or section.	The writing: - illustrates consistent command of precise language and domain-specific vocabulary 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.	The writing: - demonstrates consistent command of grade-level conventions of standard written English.¹ - contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimulus, the writing: - utilizes mostly relevant but insufficient evidence¹ from the stimulus 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 stimulus. There may be some level of inaccuracy in the explanation.	In response to the task and the stimulus, the writing: - 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: - illustrates inconsistent command of precise language and domain-specific vocabulary. - illustrates inconsistent command of syntactic variety. - utilizes basic or repetitive transitional words and phrases. - establishes, but inconsistently maintains a formal style.	The writing: - demonstrates inconsistent command of grade-level conventions of standard written English.¹ - contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimulus, the writing: - utilizes mostly irrelevant or no evidence¹ from the stimulus, 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 stimulus.	In response to the task and the stimulus, the writing: - 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; are unclear and/or there is a lack of focus, - contains no or an irrelevant concluding statement or section.	The writing: - illustrates little to no use of precise language and domain-specific vocabulary. - illustrates little to no syntactic variety. - utilizes no or few transitional words and phrases. - does not establish or maintain a formal style.	The writing: - demonstrates limited command of grade-level conventions of standard written English.¹ - contains numerous and repeated errors that seriously impede meaning.

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JS Bruner



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