

Traits	Score 4	Score 3	Score 2	Score 1	Score 0
	The student response:				
Development & Elaboration of Ideas¹	<ul style="list-style-type: none"> provides thorough development of ideas in support of the task demonstrates consistently maintained focus achieves substantial depth and specificity provides relevant and specific evidence to thoroughly support the main idea includes effective use of sources, facts, details, and quotations 	<ul style="list-style-type: none"> provides general development of ideas in support of the task demonstrates generally maintained focus achieves depth and specificity provides relevant but general evidence to support the main idea includes use of sources, facts, details, and quotations 	<ul style="list-style-type: none"> provides limited development of ideas in support of the task demonstrates partially consistent focus achieves little depth provides some relevant evidence to support the main idea, or evidence only partially supports the main idea includes uneven use of sources, facts, details, and quotations 	<ul style="list-style-type: none"> provides minimal development of ideas in support of the task demonstrates unclear focus lacks depth provides minimally relevant evidence to support the main idea, or evidence minimally supports the main idea includes little use of sources, facts, details, and quotations 	<ul style="list-style-type: none"> fails to develop ideas in support of the task does not maintain focus does not provide evidence to support the main idea
Organization	<ul style="list-style-type: none"> demonstrates strong coherence and clarity includes a strong and engaging introduction and provides an effective concluding statement presents a well-executed and logical progression of ideas integrates evidence smoothly uses smooth and effective transitions between ideas 	<ul style="list-style-type: none"> demonstrates coherence and clarity includes a clear introduction and provides a concluding statement presents a clear and logical progression of ideas integrates evidence uses effective transitions between ideas 	<ul style="list-style-type: none"> demonstrates uneven coherence or clarity includes an introduction and may provide an unclear concluding statement presents a clear progression of ideas integrates evidence unevenly uses partially effective transitions between ideas 	<ul style="list-style-type: none"> demonstrates minimal coherence or clarity may include an introduction that is not clearly identifiable and may lack a concluding statement presents ideas that are disjointed minimally integrates evidence may attempt transitions between ideas 	<ul style="list-style-type: none"> does not demonstrate intentional coherence does not present a progression of ideas
Language Use & Vocabulary	<ul style="list-style-type: none"> uses precise and effective language, including a wide variety of words and phrases, linking and transition words, and domain-specific vocabulary 	<ul style="list-style-type: none"> uses generally appropriate language, including a variety of words and phrases, linking and transition words, and domain-specific vocabulary 	<ul style="list-style-type: none"> uses some appropriate language, including a limited variety of words and phrases, linking and transition words; may include domain-specific vocabulary 	<ul style="list-style-type: none"> uses imprecise language, including a minimal variety of words and phrases, linking and transition words; includes little to no domain-specific vocabulary 	<ul style="list-style-type: none"> uses confusing or inappropriate language
Command of Conventions	<ul style="list-style-type: none"> demonstrates consistent command of the basic conventions of standard English may contain few minor errors in grammar, usage, or mechanics that do not interfere with comprehension 	<ul style="list-style-type: none"> demonstrates general command of the basic conventions of standard English contains minor errors in grammar, usage, or mechanics that do not interfere with comprehension 	<ul style="list-style-type: none"> demonstrates partial command of the basic conventions of standard English contains errors or patterns of errors in grammar, usage, and/or mechanics that may partially interfere with comprehension 	<ul style="list-style-type: none"> demonstrates minimal command of the basic conventions of standard English contains frequent distracting errors in grammar, usage, and mechanics that interfere with comprehension 	<ul style="list-style-type: none"> does not demonstrate command of the basic conventions of standard English contains numerous distracting errors in grammar, usage, and mechanics that impede comprehension

¹The type of textual evidence required is grade- and task-specific.