

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

<sup>1</sup> The type of textual evidence required is grade- and task-specific.