

| 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 thorough development of ideas in support of the task</li> <li>demonstrates consistently maintained focus</li> <li>provides relevant and specific evidence to thoroughly support the main idea</li> <li>includes effective use of sources, well-chosen facts, and concrete details; evidence achieves substantial depth and specificity</li> </ul>          | <ul style="list-style-type: none"> <li>provides general development of ideas in support of the task</li> <li>demonstrates generally maintained focus</li> <li>provides relevant but general evidence to support the main idea, or evidence generally supports the main idea</li> <li>includes use of sources, facts, and details; evidence achieves depth and specificity</li> </ul> | <ul style="list-style-type: none"> <li>provides limited development of ideas in support of the task</li> <li>demonstrates partially consistent focus</li> <li>provides some relevant evidence to support a main idea, or evidence only partially supports the main idea</li> <li>includes uneven use of sources, facts, and details; evidence achieves little depth</li> </ul> | <ul style="list-style-type: none"> <li>provides minimal development of ideas in support of the task</li> <li>demonstrates unclear focus</li> <li>provides minimally relevant evidence to support the main idea, or evidence minimally supports the main idea</li> <li>includes little use of sources, facts, and/or details; evidence lacks depth</li> </ul>          | <ul style="list-style-type: none"> <li>fails to develop ideas in support of the task</li> <li>does not maintain focus</li> <li>does not provide evidence to support the main idea</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 provides an effective concluding statement</li> <li>presents a logical, well-executed progression of ideas</li> <li>integrates supporting evidence smoothly and skillfully</li> <li>uses a variety of precise and effective transitions between ideas</li> </ul> | <ul style="list-style-type: none"> <li>demonstrates general coherence and clarity</li> <li>includes a clear introduction and provides a concluding statement</li> <li>presents a logical progression of ideas</li> <li>integrates supporting evidence logically</li> <li>uses effective transitions between ideas</li> </ul>   | <ul style="list-style-type: none"> <li>demonstrates limited coherence and clarity</li> <li>includes an introduction and may provide a concluding statement</li> <li>presents an uneven progression of ideas</li> <li>integrates supporting evidence unevenly</li> <li>uses partially effective transitions between ideas</li> </ul>  | <ul style="list-style-type: none"> <li>demonstrates minimal coherence and clarity</li> <li>may include an introduction that is not clearly identifiable and may provide an unclear concluding statement</li> <li>presents an unclear progression of ideas</li> <li>integrates supporting evidence minimally</li> <li>may attempt transitions between ideas</li> </ul> | <ul style="list-style-type: none"> <li>does not demonstrate intentional coherence</li> <li>presents no progression of ideas</li> </ul>   |
| <b>Language Use &amp; Vocabulary</b>                      | <ul style="list-style-type: none"> <li>establishes and consistently maintains a formal style</li> <li>uses precise and effective language, including a wide variety of words and phrases, linking and transition words, and effective domain-specific vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>establishes and mostly maintains a formal style</li> <li>uses generally appropriate language, including a variety of words and phrases, linking and transition words, and/or generally appropriate domain-specific vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>establishes a partially formal style</li> <li>uses some appropriate language, including limited variety of words and phrases, linking and transition words; includes limited domain-specific vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>establishes minimal formality in style</li> <li>uses imprecise language, including minimal variety of words and phrases; includes little to no domain-specific vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>does not establish a formal style</li> <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 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 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 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 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 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.