

Score:	Focus/Organization	Support/Elaboration	Language/Style	Conventions
4	<ul style="list-style-type: none"> The writer introduces the topic, text, or claim clearly and demonstrates insightful understanding of the stimulus material. The writer states and maintains a clear opinion/point of view/argument and demonstrates insightful understanding of the task, purpose, and audience. The writer creates a meaningful organizational structure by consistently and logically grouping and ordering ideas/reasons. The writer provides an effective concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> The writer's ideas clearly support the opinion/point of view/argument and affirm the task, purpose, and audience. The writer provides thorough development drawn from the stimulus material by using relevant, well-chosen facts, definitions, concrete details, quotations, and/or examples. The writer explains and elaborates on the facts, clearly connecting them to the opinion/point of view/argument. 	<ul style="list-style-type: none"> The writer demonstrates command of language, vocabulary, and style appropriate to the task, purpose, and audience. The writer demonstrates syntactic variety by expanding, combining, and reducing sentences. The writer provides sophisticated, varied transitions to clearly link the opinion/point of view/argument within and across groups of ideas/reasons resulting in a strong, fluent, cohesive response. The writer establishes and maintains a formal style and objective tone. 	<ul style="list-style-type: none"> The writer demonstrates complete control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation. The writer may make a few errors, but they do not interfere with meaning.
3	<ul style="list-style-type: none"> The writer introduces the topic, text, or claim and demonstrates sufficient understanding of the stimulus material. The writer states and maintains an opinion/point of view/argument and demonstrates sufficient understanding of the task, purpose, and audience. The writer creates an organizational structure by sufficiently grouping and ordering the ideas/reasons. The writer provides a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> The writer's ideas support the opinion/point of view/argument and the ideas are appropriate to the task, purpose, and audience. The writer provides sufficient development drawn from the stimulus material by using facts, definitions, concrete details, quotations, and/or examples. The writer sufficiently explains and elaborates on the facts, connecting them to the opinion/point of view/argument. 	<ul style="list-style-type: none"> The writer's language, vocabulary, and style are appropriate to the task, purpose, and audience. The writer demonstrates sufficient syntactic variety by expanding, combining, and reducing sentences for meaning and reader interest. The writer provides sufficient transitions to link the opinion/point of view/argument within and across groups of ideas/reasons resulting in a cohesive response. The writer sufficiently establishes and maintains a formal style and objective tone. 	<ul style="list-style-type: none"> The writer demonstrates sufficient control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation. The writer may make occasional errors, but they do not interfere materially with meaning.
2	<ul style="list-style-type: none"> The writer insufficiently introduces the topic, text, or claim or demonstrates insufficient understanding of the stimulus material. The writer states a weak opinion/point of view/argument or demonstrates insufficient understanding of the task, purpose, and audience. The writer creates an inconsistent organizational structure. The response may have gaps, or ideas may be hard to follow. The writer provides a weak concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> The writer's ideas insufficiently support the opinion/point of view/argument or the ideas only weakly connect to the task, purpose, and audience. The writer provides insufficient development drawn from the stimulus material by using facts, definitions, concrete details, quotations, and/or examples. The writer's facts may be somewhat incorrect, repetitious, or simply listed. 	<ul style="list-style-type: none"> The writer's language, vocabulary, and style are not always appropriate to the task, purpose, and audience. The writer demonstrates insufficient syntactic variety. The writer provides insufficient transitions to link the opinion/point of view/argument with groups of ideas/reasons. The writer establishes insufficient style and tone. 	<ul style="list-style-type: none"> The writer demonstrates insufficient control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation. The writer makes errors that detract materially from meaning.
1	<ul style="list-style-type: none"> The writer provides little to no introduction to the topic, text, or claim or demonstrates little to no understanding of the stimulus material. The writer states an unclear opinion/point of view/argument or demonstrates little to no understanding of the task, purpose, and audience. The writer creates little to no organizational structure. The writer provides little to no concluding statement. 	<ul style="list-style-type: none"> The writer's ideas seldom support the opinion/point of view/argument or the ideas are inappropriate to the task, purpose, and audience. The writer provides little to no development drawn from the stimulus material by using facts, definitions, concrete details, quotations, and/or examples. The writer's facts are incorrect, repetitious, simply listed, or based solely on personal knowledge. 	<ul style="list-style-type: none"> The writer's language, vocabulary, and style are inappropriate to the task, purpose, and audience. The writer demonstrates little to no syntactic variety. The writer rarely, if ever, provides transition words. The writer demonstrates little to no style and tone. 	<ul style="list-style-type: none"> The writer demonstrates little to no control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation. The writer makes persistent errors that seriously impede meaning.