

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to effectively develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective introduction. utilizes effective organizational strategies to group related information to aid in comprehension. effectively establishes connections among ideas and information. contains an effective concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of language for effect. utilizes appropriate and varied linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an adequate introduction. utilizes adequate organizational strategies to group related information to aid in comprehension. adequately establishes connections among ideas and information. contains an adequate concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates adequate command of language for effect. utilizes appropriate linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates adequate command of grade-level conventions of standard written English.² contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli 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 stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to group related information, but ideas may be hard to follow at times. establishes some connections between ideas and information, but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of language. utilizes basic or repetitive linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli 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 stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to establish connections among ideas and information; ideas are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of appropriate language. utilizes no or few linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

¹ Evidence includes facts, definitions, and details as appropriate to the task and the stimuli.

² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.