

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	The response is fully sustained and consistently and purposely focused: <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul>	The response has a clear and effective organizational structure, creating unity and completeness: <ul style="list-style-type: none"> <li>use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> <li>strong connections among ideas, with some variety of syntax</li> <li>correct form of communication is used</li> </ul>	The response provides thorough and convincing support/evidence for the controlling or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, and concrete</li> <li>effective use of a variety of elaborative techniques</li> </ul>	The response clearly and effectively expresses ideas, using precise language: <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary that is clearly appropriate for audience and purpose</li> </ul>	The response demonstrates a strong command of conventions: <ul style="list-style-type: none"> <li>few, if any, errors are present in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>
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3	The response is adequately sustained and generally focused: <ul style="list-style-type: none"> <li>focus is clear and for the most part maintained, though some loosely related material may be present</li> <li>some context for the controlling idea or main idea of the topic is adequate</li> </ul>	The response has an evident organizational structure and a sense of completeness, though there are some minor flaws and some ideas may be loosely connected: <ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> <li>adequate, if slightly inconsistent, connection among ideas</li> <li>a stated form of communication was used</li> </ul>	The response provides adequate support/evidence for the controlling or main idea that includes the use of sources, facts, and details: <ul style="list-style-type: none"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</li> </ul>	The response adequately expresses ideas, using a mix of precise with more general language: <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for audience and purpose</li> </ul>	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> <li>some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>
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2	The response is somewhat sustained and may have a minor drift in focus: <ul style="list-style-type: none"> <li>may be clearly focused on the controlling or main idea, but is insufficiently sustained</li> <li>controlling idea or main idea may be unclear and somewhat unfocused</li> </ul>	The response has inconsistent organizational structure, and flaws are evident: <ul style="list-style-type: none"> <li>inconsistent use of transitional strategies with little variety</li> <li>uneven progression of ideas from beginning to end</li> <li>introduction/conclusion, if present, are weak</li> <li>weak connection among ideas</li> </ul>	The response provides uneven, cursory support/evidence for the controlling or main idea that includes partial or uneven use of sources, facts, and details: <ul style="list-style-type: none"> <li>evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>weak or uneven use of elaborative techniques</li> </ul>	The response expresses ideas unevenly, using simplistic language: <ul style="list-style-type: none"> <li>use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</li> </ul>	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> <li>frequent errors in usage may obscure meaning</li> <li>inconsistent use of punctuation, capitalization, and spelling</li> </ul>
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1	The response may be related to the topic but may provide little or no focus: <ul style="list-style-type: none"> <li>may be very brief</li> <li>may have a major drift</li> <li>focus may be confusing or ambiguous</li> </ul>	The response has little or no discernible organizational structure: <ul style="list-style-type: none"> <li>few or no transitional strategies are evident</li> <li>frequent extraneous ideas may intrude</li> <li>no correct communication form was used</li> </ul>	The response provides minimal support/evidence for the controlling or main idea that includes little or no use of sources, facts, and details: <ul style="list-style-type: none"> <li>use of evidence from the source material is minimal, absent, in error, or irrelevant</li> <li>response relies on personal experience and opinion</li> </ul>	The response expression of ideas is vague, lacks clarity, or is confusing: <ul style="list-style-type: none"> <li>uses limited language or domain-specific vocabulary</li> <li>may have little sense of audience and purpose</li> </ul>	The response demonstrates a lack of command of conventions: <ul style="list-style-type: none"> <li>errors are frequent and severe and meaning is often obscure</li> </ul>
0	No evidence of the ability to: use multiple sources to integrate/evaluate multiple sources of information presented in different media or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem; write informative/explanatory texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				