

Score:	Focus/Organization	Support/Elaboration	Language/Style	Conventions
4	<ul style="list-style-type: none"> The writer introduces the topic clearly and provides an observation and focus. The writer effectively selects, organizes, and analyzes content, demonstrating insightful understanding of the stimulus material. The writer organizes and logically groups complex ideas, concepts, and information into broader categories to create a unified whole. The writer provides an effective concluding statement or section related to the focus, information, and explanation presented. 	<ul style="list-style-type: none"> The writer’s facts, ideas, and concepts clearly support the focus, information, and explanation presented and affirm the audience’s knowledge of the topic. The writer provides thorough development and elaboration drawn from the stimulus material by using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. The writer explains and elaborates on the facts, clearly connecting them to the focus, information, or explanation. 	<ul style="list-style-type: none"> The writer provides precise language, domain-specific vocabulary, and literary techniques to inform about or explain the topic. The writer demonstrates syntactic variety by expanding, combining, and reducing sentences. The writer provides sophisticated, varied transitions to clearly link the major sections of the text and clarify the relationships among complex ideas and concepts 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 and provides sufficient observation and focus. The writer selects, organizes, and analyzes content, demonstrating sufficient understanding of the stimulus material. The writer sufficiently organizes and groups ideas, concepts, and information into broader categories. The writer provides a concluding statement or section related to the focus, information, and explanation presented. 	<ul style="list-style-type: none"> The writer’s facts, ideas, and concepts sufficiently support the focus, information, and explanation presented and are appropriate to the audience. The writer provides sufficient development and elaboration drawn from the stimulus material by using facts, definitions, concrete details, quotations, or other information and examples. The writer sufficiently explains and elaborates on the facts, connecting them to the focus, information, and explanation. 	<ul style="list-style-type: none"> The writer provides appropriate language, domain-specific vocabulary, and literary techniques to inform about or explain the topic. The writer demonstrates sufficient syntactic variety. The writer provides appropriate, varied transitions to link the major sections of the text and clarify the relationships among complex ideas and concepts 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 and provides limited observation and focus. The writer weakly selects, organizes, and analyzes content, demonstrating insufficient understanding of the stimulus material. The writer insufficiently organizes ideas, concepts, and information. The response may have gaps or ideas may be hard to follow. The writer provides a weak concluding statement or section related to the focus, information, and explanation presented. 	<ul style="list-style-type: none"> The writer’s facts, ideas, and concepts insufficiently support the focus, information, and explanation presented and may not always be appropriate to the audience. The writer provides insufficient development and elaboration drawn from the stimulus material related to the topic. The writer’s facts may be somewhat incorrect, repetitious, irrelevant, or simply listed. 	<ul style="list-style-type: none"> The writer provides insufficient, basic language, domain-specific vocabulary, and literary techniques to inform about or explain the topic. The writer demonstrates insufficient syntactic variety. The writer provides insufficient transitions resulting in a lack of cohesion and relationship among ideas and concepts. The writer establishes insufficient, inconsistent, or somewhat inappropriate 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 and provides little to no observation and focus. The writer selects, organizes, and analyzes little to no content, demonstrating limited to no understanding of the stimulus material. The writer creates little to no organization of ideas, concepts, and information. The writer provides little to no concluding statement. 	<ul style="list-style-type: none"> The writer’s ideas and concepts seldom support the focus, information, and explanations presented and are inappropriate to the audience. The writer provides little to no development and elaboration drawn from the stimulus material related to the topic or the writer only uses personal knowledge. The writer’s facts are incorrect, repetitious, irrelevant, simply listed, or based solely on personal knowledge. 	<ul style="list-style-type: none"> The writer provides little to no appropriate language, domain-specific vocabulary, and literary technique. The writer demonstrates little to no syntactic variety. The writer rarely, if ever, provides transitions. The writer demonstrates very inconsistent or inappropriate 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.