

| | Development of Ideas | Organization | Style | Word Choice | Sentence Fluency | Conventions |
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| 5 | The response is strongly focused and complete, with a wealth of appropriate information and details. The writer clearly introduces a topic and provides thorough and relevant support using facts and details to fully develop the composition, as well as strategies and elaborative techniques appropriate to the task, purpose, and audience. All main ideas in the response are uniformly developed. Support strongly enhances cohesion. The writer may take creative approaches that enhance the response. | The response has a strong vertical and horizontal structure. The organization is specific to task, purpose and audience. The response moves smoothly from purposeful introduction to effective conclusion. Effective transitions contribute to unity. Transitions may be transparent and do not interfere with the flow of ideas. There is a strong progression of ideas from sentence to sentence and introduction to conclusion. | The writer personalizes the topic and forms a strong connection with the audience by demonstrating a strong sense of purpose and appropriateness to task and audience. The writer's voice comes through the composition and strengthens the connection with the audience. Compositional risks are successful and enhance the response. The communication with the audience is strong without seeming forced. The writer establishes and maintains a formal style. | Words are used in a precise and sophisticated way to enhance the development of the topic. The response has evidence of precise vocabulary that is beyond grade level. Word selection strongly enhances specificity of support and elaboration. Words have impact and are used with efficiency. The writer's choice of words effectively brings the response to life. | The writing shows expert control over sentence structure and fluency. Sentence construction contributes to a strong sense of fluency. The writing has rhythm and flow and is a pleasure to read aloud. The purposeful variety of sentence lengths and structures shows originality, enhances flow, and promotes strong expression. The writer has considered the sound of the words well as the meaning. Sentence construction emphasizes and enhances meaning. | The response demonstrates command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |
| 4 | The response is focused and reasonably complete, with appropriate information and details. The writer introduces a topic and provides sufficient and relevant support using facts and details to fully develop the composition, as well as strategies and elaborative techniques appropriate to the task, purpose, and audience. All main ideas are supported but development may be uneven. Support enhances cohesion. | The response has a reasonably strong vertical and horizontal structure. The response is generally appropriate to task, purpose and audience. The response moves somewhat smoothly from beginning to conclusion. Some effective transitions are evident that contribute to unity. Transitions may be obvious but they do not interfere with the flow of ideas. There is a progression of ideas from sentence to sentence and introduction to conclusion. | The writer forms a reasonably successful connection with the audience and has awareness of purpose. There is evidence of voice and awareness of the audience. Compositional risks, if evident, are reasonably successful. The communication with the audience is evident and does not seem forced. The writer establishes and maintains a generally formal style. | Words enhance the development of the topic. The response may have evidence of vocabulary that is beyond grade level. Word selection enhances specificity of support and elaboration. Words are well chosen and are used somewhat efficiently. The writer's choice of words brings the response to life. | The writing shows strong control over sentence structure and fluency. Sentence construction contributes to fluency. The writing has a good flow and is easy to read aloud. The variety of sentence lengths and structures enhances flow and promotes expression. There is evidence that the writer has considered the sound of the words well as the meaning. Sentence construction often emphasizes and enhances meaning. | The response demonstrates mostly adequate command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |
| 3 | The response is focused and somewhat complete, with sufficient appropriate information and details to support the topic. The topic may lack clarity. Development is uneven, with a mix of general and specific details. Some main ideas may lack support. Support somewhat enhances cohesion. | The response has a basic vertical and horizontal structure. The response is somewhat appropriate to task, purpose and audience. The response moves from introduction to conclusion but may have some interruptions. Some transitions are evident, but they may be artificial and interfere somewhat with the flow of ideas. There is a progression of ideas from introduction to conclusion, but sentence-to-sentence cohesion may be lacking. | The writer's connection with the audience and purpose is uneven. The response may be mundane and lack voice. Compositional risks, if evident, are only partially successful. The writer may not demonstrate awareness of the audience or the writing may seem somewhat artificial. The writing may show an uneven use of formal style. | Words are adequate to develop the topic. There are few words that are beyond grade level. Word selection is a mix of general and specific and may not enhance support and elaboration. Wordiness may be evident as the writer tries to relate ideas. The writer's choice of words may be mundane. | Sentence structure and fluency are generally controlled. Some variety in sentence lengths and structures is present. Awkward sentences may create some minor interruptions. There are errors in sentence construction, including run-ons and fragments, but they do not seriously disrupt the presentation. | The response demonstrates partial command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |
| 2 | The response is weakly focused and lacks development. The topic may be unclear or absent. Details may be general, vague, or inappropriate. The response has very little, or no, support and may display minimal writing. Cohesion may be lacking. | The response is flawed structurally and disorganized. The response lacks specificity as to task, purpose, and/or audience. The response may have insufficient writing to organize. Transitions may be missing or inappropriate. The progression of ideas from beginning to end is disrupted by repetition, gaps, or random ideas. | The writer's connection with the audience and purpose is weak. The response has a weak awareness of the audience and lacks voice. The response is pedestrian and may be formulaic. Any reaching out to the audience is disruptive to the flow of the response. The response may have insufficient writing to develop a connection with the audience. The writing lacks a formal style. | Words are not adequate to develop the topic. Vocabulary is basic and may be inaccurate. Word selection is primarily general. Wordiness and repetition disrupt the flow of ideas. The response may have insufficient writing to indicate adequate word choice. | Sentence structure and fluency is elemental. Sentence lengths and structures are simple and repetitive. Awkward sentences create interruptions. There are errors in sentence construction, including run-ons and fragments that seriously disrupt the presentation. The response may have insufficient writing to evaluate sentence fluency. | The response demonstrates minimal command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |
| 1 | The response lacks focus and development. The topic is unclear or absent. Details are minimal. The response may be confusing and may display minimal writing. Ideas may be presented randomly. | The response is seriously disorganized. The response may have insufficient writing to organize. Transitions may be confusing. The progression of ideas from introduction to conclusion is seriously disrupted by repetition, gaps, or random ideas. | The writer demonstrates little to no sense of the audience or the purpose of the topic. The response is disconnected from the topic and may have vague or random ideas. The response may be difficult for the audience to understand. The response may have insufficient writing to develop a connection with the audience. | Words are not adequate to develop the topic and may be incorrect. Vocabulary is basic and may be confusing to the audience. Word selection is general and vague. Wordiness and repetition disrupt the flow of ideas. The response may have insufficient writing to indicate adequate word choice. | Command of sentences is still emerging. Sentences are simple and errors create confusion. Command of sentences is still emerging. The response consists of simple or incomplete sentence structures. Awkward sentences create confusion and make it difficult for the audience to understand. There are errors in sentence construction, including run-ons and fragments that seriously disrupt the response. The response may have insufficient writing to evaluate sentence fluency. | The response demonstrates no command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |