|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content – Ideas** | | | | |
| * Shows internalized understanding of major content and concepts * Shows complete understanding of the task/prompt * Sharply focused central idea * Thorough development * Effective and convincing reasoning (may include addressing a naysayer) * Ample, well-chosen textual evidence | * Shows general understanding of most major content and concepts * Shows general understanding of the task/prompt * Adequate development * Clear reasoning * Relevant, accurate textual evidence | * Shows partial understanding of most major content and concepts * Shows partial understanding of the task/prompt * Some development (may be list-like) * Some reasoning supported with basic textual evidence (some info may be irrelevant or inaccurate) | * Shows little understanding of major content and concepts * Shows little understanding of the task/prompt * Minimal development * Limited reasoning and text-based evidence; or is a developed, text-based response but does not address the prompt | * Shows no understanding of major content and concepts * Attempts to address the prompt, but is mostly or entirely incorrect OR simply summarizes text * Provides inaccurate or no analysis and little to no textual evidence; or provides incorrect textual evidence |
| **Content - Organization** | | | | |
| * Shows **purposeful** coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas. * Contains all of the elements required, including effective transitions | * Shows coherence, clarity, and cohesion, making it fairly easy to follow the writer’s progression of ideas. * Contains all of the elements required, including transitions | * Shows some coherence, clarity, and/or cohesion, making the writer’s progression of ideas usually discernible but not obvious (may have digressions/repetition) * Contains most of the elements required | * Shows limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear * Missing one/some key elements. | * Response is undeveloped, irrelevant, and/or inappropriate to the task * Lacks coherence, clarity, and cohesion. * Missing several key elements |
| **Conventions** | | | | |
| * Shows full command of the conventions of Standard English. * Writing sufficiently complex to show skill using a wide range of conventions. * Few or no errors. Most, if not all, errors involve topics above grade level. | * Shows full command of the conventions of Standard English. * A few minor errors, but meaning is clear. * Most, if not all, errors involve grade-appropriate topics. | * Shows some command of the conventions of Standard English. * Occasional errors impede understanding, but meaning is generally clear. Most, if not all, errors involve grade-appropriate topics. | * Shows limited command of the conventions of Standard English at an appropriate level of complexity. * May contain errors that often impede understanding * May contain errors in below grade-level topics. | * Shows no command of the conventions of Standard English. * Frequent and varied errors impede understanding. * Contains errors in below grade-level topics. |