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| **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
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| **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
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| **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.
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