

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient reasons from the stimuli to effectively support the writer’s opinion. effectively explains the reasons provided, connecting the reasons to the writer’s opinion and demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective introduction. states and maintains a relevant opinion or point of view. utilizes an effective organizational structure to list reasons and information. effectively establishes connections among opinions and reasons. contains an effective concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of language for effect. illustrates consistent command of syntactic variety. utilizes appropriate and varied linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.¹ may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes appropriate, relevant, and sufficient reasons from the stimuli to adequately support the writer’s opinion. adequately explains the reasons provided, connecting the reasons to the writer’s opinion and demonstrating a clear understanding of the topic and stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an adequate introduction. states and maintains a somewhat relevant opinion or point of view. utilizes an adequate organizational structure to list reasons and information. adequately establishes connections among opinions and reasons. contains an adequate concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates adequate command of language for effect. illustrates adequate command of syntactic variety. utilizes appropriate linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates adequate command of grade-level conventions of standard written English.¹ contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient reasons from the stimuli to partially support the writer’s opinion. Explains some of the reasons provided, connecting some of the reasons to the writer’s opinion and demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. states a weak opinion or point of view. demonstrates an attempt to use an organizational structure to list some reasons and information, but ideas may be hard to follow at times. establishes some connections among opinions and reasons, but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of language. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.¹ contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no reasons from the stimuli, or mostly/only personal knowledge to inadequately support the writer’s opinion. Inadequately or inaccurately explains the reasons provided; reasons and the writer’s opinion appear disconnected, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. states an unclear opinion or point of view. demonstrates an unclear organizational structure; ideas and reasons are hard to follow most of the time. fails to establish connections among opinions and reasons; ideas are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of appropriate language. illustrates little to no syntactic variety. utilizes no or few linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.¹ contains numerous and repeated errors that seriously impede meaning.

¹ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.