<table>
<thead>
<tr>
<th>Score</th>
<th>Focus &amp; Organization</th>
<th>Development</th>
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</table>
| 4     | In response to the task and the stimuli, the writing:  
• contains an effective and relevant introduction.  
• states and maintains a clear and sophisticated opinion or point of view.  
• utilizes effective organizational strategies to logically\(^1\) group and order ideas to support the writer’s purpose.  
• effectively establishes relationships among opinions, reasons, and evidence.\(^2\)  
• contains an effective and relevant concluding statement or section. | In response to the task and the stimuli, the writing:  
• utilizes well-chosen, relevant, and sufficient evidence from the stimuli to insightfully support the writer’s opinion.  
• thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer’s opinion and demonstrating a clear, insightful understanding of the topic, task, and stimuli. | The writing:  
• illustrates consistent and sophisticated command of precise language and domain-specific vocabulary\(^3\) appropriate to the task.  
• utilizes sophisticated and varied transitional words and phrases | The writing:  
• demonstrates consistent and sophisticated command of grade-level conventions of standard written English.\(^3\)  
• may contain a few minor errors that do not interfere with meaning. |
| 3     | In response to the task and the stimuli, the writing:  
• contains a relevant introduction.  
• states and maintains a clear opinion or point of view.  
• utilizes adequate organizational strategies to logically\(^1\) group and order ideas to support the writer’s purpose.  
• adequately establishes relationships among opinions, reasons, and evidence.\(^2\)  
• contains a relevant concluding statement or section. | In response to the task and the stimuli, the writing:  
• utilizes relevant and sufficient evidence from the stimuli to adequately support the writer’s opinion.  
• adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer’s opinion and demonstrating a sufficient understanding of the topic, task, and stimuli. | The writing:  
• illustrates consistent command of precise language and domain-specific vocabulary\(^3\) appropriate to the task.  
• utilizes appropriate and varied transitional words and phrases. | The writing:  
• demonstrates consistent command of grade-level conventions of standard written English.\(^4\)  
• contains occasional 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:  
• contains a limited introduction.  
• states a weak opinion or point of view.  
• demonstrates an attempt to group related information, but ideas may be hard to follow at times.  
• establishes some relationships among opinions, reasons, and evidence.\(^2\) but there are lapses in focus.  
• contains a limited concluding statement or section. | In response to the task and the stimuli, the writing:  
• utilizes mostly relevant but insufficient evidence from the stimuli to partially support the writer’s opinion. Some evidence may be inaccurate or repetitive.  
• explains some of the evidence provided, connecting some of the evidence to the writer’s opinion and demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation. | The writing:  
• illustrates inconsistent command of precise language and domain-specific vocabulary\(^3\)  
• utilizes basic or repetitive transitional words and phrases. | The writing:  
• demonstrates inconsistent command of grade-level conventions of standard written English.\(^4\)  
• contains frequent errors that may significantly interfere with meaning. |
| 1     | In response to the task and the stimuli, the writing:  
• contains no or an irrelevant introduction.  
• states an unclear or an irrelevant opinion or point of view.  
• demonstrates an unclear organizational structure; ideas are hard to follow most of the time.  
• fails to establish relationships among opinions, reasons, and evidence;\(^2\) concepts are unclear and/or there is a lack of focus.  
• contains no or an irrelevant concluding statement or section. | In response to the task and the stimuli, the writing:  
• utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support the writer’s opinion. Evidence is inaccurate or repetitive.  
• inadequately or inaccurately explains the evidence provided; evidence and the writer’s opinion appear disconnected, demonstrating little understanding of the topic, task, and stimuli. | The writing:  
• illustrates little to no use of precise language and domain-specific vocabulary.\(^3\)  
• utilizes no or few transitional words and phrases. | The writing:  
• demonstrates limited command of grade-level conventions of standard written English.\(^4\)  
• contains numerous and repeated errors that seriously impede meaning. |

\(^1\) Logic is expected at grade 5.  
\(^2\) Evidence includes facts, definitions, concrete details, quotations, or other information as appropriate to the task and stimuli.  
\(^3\) Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.  
\(^4\) Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.