<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Statement of Purpose/Focus</strong></td>
<td><strong>Elaboration of Evidence</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
• claim is clearly stated, focused and strongly maintained  
• alternate or opposing claims are clearly addressed*  
• claim is introduced and communicated clearly within the context | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
• use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete  
• effective use of a variety of elaborate techniques | The response demonstrates a strong command of conventions:  
• few, if any, errors are present in usage and sentence formation  
• effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
• claim is clear and for the most part maintained, though some loosely related material may be present  
• context provided for the claim is adequate | The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:  
• some evidence from sources is integrated, though citations may be general or imprecise  
• adequate use of some elaborate techniques | The response demonstrates an adequate command of conventions:  
• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
• adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
• may be clearly focused on the claim but is insufficiently sustained  
• claim on the issue may be somewhat unclear and unfocused | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
• evidence from sources is weakly integrated, and citations, if present, are uneven  
• weak or uneven use of elaborate techniques | The response demonstrates a partial command of conventions:  
• frequent errors in usage may obscure meaning  
• inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the purpose but may offer little relevant detail:  
• may be very brief  
• may have a major drift  
• claim may be confusing or ambiguous | The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:  
• use of evidence from sources is minimal, absent, in error, or irrelevant | The response demonstrates a lack of command of conventions:  
• errors are frequent and severe and meaning is often obscure |
| 0     | A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target). | | |

* Begins in 7th Grade
Smarter Balanced Assessment Consortium, April 16, 2012. Reformatted by CIE Services, Clackamas Education Service District