<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>
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</thead>
</table>
| 4     | The response is fully sustained and purposefully focused:  
• controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
• controlling idea or main idea of a topic is introduced and communicated clearly within the context  
The response has a clear and effective organizational structure creating unity and completeness:  
• use of a variety of transitional strategies  
• logical progression of ideas from beginning to end  
• effective introduction and conclusion for audience and purpose  
• strong connections among ideas, with some syntactic variety  
The response provides thorough and convincing support/evidence for the controlling idea or main idea 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, and concrete  
• effective use of a variety of elaborative techniques  
The response clearly and effectively expresses ideas, using precise language:  
• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose  
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:  
• focus is clear and for the most part maintained, though some loosely related material may be present  
• some context for the controlling idea or main idea of the topic is adequate  
The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
• adequate use of transitional strategies with some variety  
• adequate progression of ideas from beginning to end  
• adequate introduction and conclusion  
• adequate, if slightly inconsistent, connection among ideas  
The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
• some evidence from sources is integrated, though citations may be general or imprecise  
• adequate use of some elaborative techniques  
The response adequately expresses ideas, employing a mix of precise with more general language  
• use of domain-specific vocabulary is generally appropriate for the audience and purpose  
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 controlling or main idea but is insufficiently sustained  
• controlling idea or main idea may be unclear and somewhat unfocused  
The response has an inconsistent organizational structure, and flaws are evident:  
• inconsistent use of transitional strategies with little variety  
• uneven progression of ideas from beginning to end  
• conclusion and introduction, if present, are weak  
• weak connection among ideas  
The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:  
• evidence from sources is weakly integrated, and citations, if present, are uneven  
• weak or uneven use of elaborative techniques  
The response expresses ideas unevenly, using simplistic language:  
• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose  
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 topic but may provide little or no focus:  
• may be very brief  
• may have a major drift  
• focus may be confusing or ambiguous  
The response has little or no discernible organizational structure:  
• few or no transitional strategies are evident  
• frequent extraneous ideas may intrude  
The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
• use of evidence from the source material is minimal, absent, in error, or irrelevant  
The response expression of ideas is vague, lacks clarity, or is confusing:  
• uses limited language or domain-specific vocabulary  
• may have little sense of audience and purpose  
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). |

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