<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | Meets all expectations set forth in (3) | The response addresses all aspects of the task and is fully sustained and consistently focused:  
• A topic is clearly stated, focused, and maintained  
• Relevant information/explanation about the topic is provided | Writing is used in order to address the writing tasks with a consistent purpose:  
• Identifies the topic  
• Details/facts about the topic are provided in a logical manner  
• Provides a strong conclusion | The response provides thorough statements related to the prompt:  
• The topic is purposefully supported with multiple pieces of information related to the topic | The response clearly and effectively expresses ideas:  
• Uses appropriate linking words (transitions) correctly  
• May have a strong sense of audience and purpose | The response demonstrates a strong command of conventions:  
• Few, if any, errors, in usage and sentence formation  
• Effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and focused:  
• Topic is adequately stated for the most part maintained, though some loosely related material may be present.  
• Information/explanation about the topic is provided | Writing is used in order to address the writing tasks with an adequate focus:  
• Topic is identified  
• Details/facts about the topic are provided  
• Provides a sense of closure | The response provides adequate statements and phrases related to the prompts:  
• Some information related to the topic is provided | The response adequately expresses ideas, employing a mix of precise with more general language  
• Use of vocabulary is generally appropriate  
• May have a sense of the audience and/or purpose | The response demonstrates an adequate command of conventions  
• Some errors in usage and sentence formation are 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:  
• Topic is unclear and is insufficiently sustained.  
• Information/explanation is provided and not all relevant to the prompt | Writing is used to address the writing tasks with a focus:  
• The topic, if any, unrelated to the information provided  
• Additional details/facts provided (if any) are loosely connected  
• Closure/conclusion (if any) is weak | The response provides statements and phrases somewhat related to the prompt:  
• Some information, if present, is provided but may not be related to the topic | The response expresses ideas unevenly, using simplistic language  
• Use of vocabulary that may simplistic  
• May have little sense of the audience and/or 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 offer little or no focus:  
• Major drift in focus  
• No supporting information/explanation is provided | Writing is used to address the writing tasks with an unclear focus:  
• Topic is unclear  
• No additional details/facts are provided  
• Missing conclusion and/or no sense of closure | The response provides statements and phrases unrelated to the prompt:  
• No additional information is provided | The expression of ideas, is vague, lacks clarity or is confusing:  
• Uses limited language  
• May have no sense of audience or purpose | The response demonstrates a lack of command of conventions:  
• Errors are frequent and severe and meaning is often obscure  
• Use of punctuation, capitalization, and spelling is not evident |
| 0     | A response gets no credit if provides no evidence of the ability to write an informative/explanatory piece. |