## Score 4
**Statement of Purpose/Focus**
The response addresses all aspects of the task and is fully sustained and consistently focused:
• Opinion is clearly stated, focused, and maintained
• Opinion is communicated clearly

**Organization**
Writing is used to address the writing tasks with a focused purpose:
• Effectively identifies the topic or name of the book being written about
• Provides an opinion and a reason(s) for the opinion
• Provides some sense of closure

**Elaboration of Evidence**
The response provides thorough and convincing support/evidence for the writer’s opinion.
• Use of evidence is provided

**Language and Vocabulary**
Demonstrates a well-developed command of standard English and response expresses ideas well:
• Uses precise language (i.e. conjunctions) to strengthen writing

**Conventions**
Demonstrates a well-developed command of standard English conventions; errors do not interfere with understanding:
• Few errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
• Exceptional use of punctuation, capitalization, and spelling

## Score 3
**Statement of Purpose/Focus**
The response is adequately sustained and focused:
• Opinion is clear and for the most part maintained, though some loosely related material may be present
• Opinion is clear

**Organization**
Writing is used to address the writing tasks with a focused purpose:
• Identifies the topic or name of the book being written about
• Provides an opinion and a reason for the opinion

**Elaboration of Evidence**
The response provides adequate support/evidence for the writer’s opinion.
• Use of evidence from is provided

**Language and Vocabulary**
The response adequately expresses ideas:
• The student employs a mix of precise language (i.e. conjunctions) with more general language

**Conventions**
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

## Score 2
**Statement of Purpose/Focus**
The response is somewhat sustained with a minor drift in focus:
• May be clearly focused on the opinion but is insufficiently sustained
• Opinion (if any) is unclear

**Organization**
Writing is used to address the writing tasks but lacks a focused purpose:
• The topic or name of the book being written about is not clearly identified
• No reason for the opinion (if any) is stated

**Elaboration of Evidence**
The response provides uneven, cursory support/evidence:
• Evidence if present, is weakly integrated

**Language and Vocabulary**
The response expresses ideas unevenly:
• The student uses simplistic language

**Conventions**
The response demonstrates a partial command of conventions:
• Frequent errors in usage may obscure meaning
• Inconsistent use of punctuation, capitalization, and spelling

## Score 1
**Statement of Purpose/Focus**
The response may be related to the purpose but may offer little or no focus:
• Has a major drift in focus
• Opinion is lacking

**Organization**
Writing is used to address the writing tasks:
• Topic or name of the book is not stated
• No opinion or reason for the opinion is stated

**Elaboration of Evidence**
The response provides no support/evidence for the writer’s opinion
• Use of evidence is absent, in error, or irrelevant.

**Language and Vocabulary**
The expression of ideas is vague, lacks clarity or is confusing:
• The student uses limited language

**Conventions**
The response demonstrates a lack of command of conventions:
• Errors in usage are frequent and severe and meaning is often obscured.
• Errors in the use of punctuation, capitalization and spelling interfere with understanding

## Score 0
A response gets no credit if it provides no evidence of the ability to write an opinion piece