

	FOCUS	CONTENT/DEVELOPMENT	ORGANIZATION	STYLE	CONVENTIONS
4	Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.	Substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.	Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.	Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling and punctuation, but the errors that are present do not interfere with meaning.
3	Clear controlling point made about a single topic with general awareness of task and audience.	Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.	Organized strategies and structures, such as logical order and transitions, which develop a controlling idea.	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.	Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling and punctuation, but few, if any, of the errors that are present may interfere with meaning.
2	Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.	Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list.	Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.	Limited control of language and sentence structures that creates interference with tone.	Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors may be present in grammar, usage, spelling and punctuation and some of those errors may interfere with meaning.
1	Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list.	Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.	Minimal control of language and sentence structures that creates an inconsistent tone.	Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling and punctuation, and many of those errors may interfere with meaning.

NON-SCORABLE	OFF-PROMPT
- Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response - Is incoherent, i.e., words are legible but syntax is so garbled that response makes no sense - Is insufficient, i.e., does not include enough to assess domains adequately - Is a blank paper	Is readable but did not respond to prompt