

Traits	Score 4	Score 3	Score 2	Score 1	Score 0
The student response:					
Development & Elaboration of Ideas¹	<ul style="list-style-type: none"> establishes precise and credible claim(s) in support of the task provides a thoroughly developed argument that is consistently maintained and effectively addresses counterclaim(s) <i>(counterclaim not required for grade 6)</i> achieves substantial depth, specificity, and relevance provides clear and convincing text-based evidence¹ to support the claim(s); provides evidence to elaborate on counterclaim(s) <i>(counterclaim not required for grade 6)</i> effectively uses a variety of sources, facts, and details 	<ul style="list-style-type: none"> establishes reasonable claim(s) in support of the task provides a generally developed argument that is mostly maintained and acknowledges counterclaim(s) <i>(counterclaim not required for grade 6)</i> achieves depth, specificity, and relevance provides clear text-based evidence to support the claim(s); may provide evidence to explain counterclaim(s) <i>(counterclaim not required for grade 6)</i> uses sources, facts, and details 	<ul style="list-style-type: none"> establishes superficial claim(s) in support of the task provides a partially developed argument that is inconsistently maintained achieves some depth provides text-based evidence to support the claim(s) includes uneven use of sources, facts, and details 	<ul style="list-style-type: none"> attempts to establish claim(s) in support of the task; claim(s) may be ambiguous or flawed provides a minimally developed argument lacks depth provides minimal text-based evidence to support the claim includes minimal use of sources, facts, and details 	<ul style="list-style-type: none"> fails to establish claim(s) in support of the task does not provide an argument or evidence
Organization	<ul style="list-style-type: none"> demonstrates strong coherence and clarity includes an introduction effectively stating the claim(s) provides a logical and effective concluding statement that strengthens the claim(s) and counterclaim(s) <i>(counterclaim not required for grade 6)</i> presents a logical, well-executed progression of arguments, and smoothly and skillfully integrates supporting evidence, reasoning, and counterclaim(s) <i>(counterclaim not required for grade 6)</i> uses a variety of precise and effective transitions 	<ul style="list-style-type: none"> demonstrates general coherence and clarity includes an introduction clearly stating the claim(s) provides a logical concluding statement that restates the claim; may include counterclaim(s) <i>(counterclaim not required for grade 6)</i> presents a logical progression of arguments and logically integrates supporting evidence, reasoning, and counterclaim(s) <i>(counterclaim not required for grade 6)</i> uses effective transitions 	<ul style="list-style-type: none"> demonstrates limited coherence and clarity includes an introduction stating the claim(s) provides a concluding statement that may restate the claim(s) presents a progression of arguments and may unevenly integrate supporting evidence uses partially effective transitions 	<ul style="list-style-type: none"> demonstrates minimal coherence and clarity may include an introduction that is not clearly identifiable may attempt to provide a concluding statement; may be unclear or inferred presents an unclear progression of arguments and may lack supporting evidence may attempt transitions 	<ul style="list-style-type: none"> does not demonstrate intentional coherence or clarity
Language Use & Vocabulary	<ul style="list-style-type: none"> establishes and consistently maintains a formal style uses precise and effective language, including a wide variety of words and phrases, linking and transition words, words to indicate point of view, and effective domain-specific vocabulary 	<ul style="list-style-type: none"> establishes and mostly maintains a formal style uses generally appropriate language, including a variety of words and phrases, linking and transition words, words to indicate point of view, and/or generally appropriate domain-specific vocabulary 	<ul style="list-style-type: none"> establishes a partially formal style uses some appropriate language, including a limited variety of words and phrases, linking and transition words, and/or words to indicate point of view; includes limited domain-specific vocabulary 	<ul style="list-style-type: none"> establishes minimal formality in style uses imprecise language, including a minimal variety of words and phrases and few words to indicate point of view; includes little to no domain-specific vocabulary 	<ul style="list-style-type: none"> does not establish a formal style uses confusing or inappropriate language
Command of Conventions	<ul style="list-style-type: none"> demonstrates consistent command of the conventions of standard English may contain few minor errors in grammar, usage, or mechanics that do not interfere with comprehension 	<ul style="list-style-type: none"> demonstrates general command of the conventions of standard English contains minor errors in grammar, usage, or mechanics that do not interfere with comprehension 	<ul style="list-style-type: none"> demonstrates partial command of the conventions of standard English contains errors or patterns of errors in grammar, usage, and/or mechanics that may partially interfere with comprehension 	<ul style="list-style-type: none"> demonstrates minimal command of the conventions of standard English contains frequent distracting errors in grammar, usage, and mechanics that interfere with comprehension 	<ul style="list-style-type: none"> does not demonstrate command of the conventions of standard English contains numerous distracting errors in grammar, usage, and mechanics that impede comprehension

¹ The type of textual evidence required is grade- and task-specific.