| **Idea Development** | |
| --- | --- |
| * **quality and development of central idea \*** * **selection and explanation of evidence and/or details \*** * **organization** * **expression of ideas** * **awareness of task and mode** | |
| **5** | * Central idea is insightful and fully developed * Skillful selection and explanation of evidence and/or details * Skillful and/or subtle organization * Rich expression of ideas * Full awareness of the task and mode |
| **4** | * Central idea is clear and well-developed * Effective selection and explanation of evidence and/or details * Effective organization * Clear expression of ideas * Full awareness of the task and mode |
| **3** | * Central idea is general and moderately developed * Appropriate selection and explanation of evidence and/or details * Moderate organization * Adequate expression of ideas * Sufficient awareness of the task and mode |
| **2** | * Central idea may be present and is somewhat developed * Limited selection and explanation of evidence and/or details * Limited organization * Basic expression of ideas * Partial awareness of the task and mode |
|
| **1** | * Central idea is not developed * Insufficient evidence and/or details * Minimal organization * Poor expression of ideas * Minimal awareness of the task and mode |
| **0** | * The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question. |

\*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

| **Standard English Conventions** | |
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| * **sentence structure** * **grammar, usage, and mechanics** | |
| **3** | * Consistent control of a variety of sentence structures relative to length of essay * Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay |
| **2** | * Mostly consistent control of sentence structures relative to length of essay * Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay |
| **1** | * Little control and/or no variety in sentence structure and/or * Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length |
| **0** | * Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length. |