| **Idea Development** |
| --- |
| * **quality and development of central idea/thesis \***
* **selection and explanation of evidence and/or details \***
* **organization**
* **expression of ideas**
* **awareness of task and mode**
 |
| **5** | * Central idea/thesis 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/thesis 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/thesis 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/thesis 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/thesis 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.
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\*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.
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