

COMPONENT	5 Exemplary	4 Proficient	3 Developing	2 Needs Improvement	1 Unsatisfactory (seriously flawed)	0 Failing
<p>FOCUS Expresses a thesis relevant to the prompt and makes references to the thesis throughout the writing sample.</p>	Expresses a clear and precise thesis that is referenced throughout the writing and reflects a complete understanding of all parts of the prompt	Expresses a clear thesis that is referenced throughout the writing and reflects an understanding of all parts of the prompt	Expresses a thesis that is referenced throughout the writing and reflects a basic understanding of all/most parts of the prompt	Expresses an inadequate thesis and reflects lack of understanding of the prompt	No thesis present; no understanding of the prompt	Unscorable; no attempt made
<p>EVIDENCE Includes references to and/or quotes from the text</p>	Provides sophisticated and relevant textual evidence that is substantial in both quantity and quality to support claim	Provides relevant textual evidence that is appropriate in both quantity and quality to support claim	Provides some textual evidence but may not be appropriate in both quantity and/or quality to support claim	Provides minimal evidence that is inappropriate OR irrelevant ; quantity and/or quality to support claim is inadequate	Provides no relevant evidence; evidence is lacking in quantity and quality to support claim	Unscorable; no attempt made
<p>EXPLANATION/ ANALYSIS Synthesizes information from the text with explanations of the evidence and draws inferences.</p>	Logically analyzes evidence from the text and draws insightful inferences, offering a new, deeper understanding of text	Integrates explanations of the evidence from the text and draws inferences	Integrates explanations of the evidence from the text; may attempt to draw inferences	Provides minimal explanation of the evidence from the text; makes no inferences	Provides no explanation of the evidence from the text; makes no inferences	Unscorable; no attempt made
<p>ORGANIZATION Organization and structure are purposeful and appropriate to the task</p>	Consistently uses a sophisticated written structure including topic sentences and skillful transitions in a logical progression of ideas	Uses a predictable written structure including topic sentences and transitions in a logical progression of ideas	Uses a basic written structure but may not consistently include topic sentences or transitions ; progression of ideas may not flow logically	Uses flawed written structure with few topic sentences and/or transitions ; progression of ideas does not flow logically	Lacks structure, topic sentences, transitions and a progression of ideas	Unscorable; no attempt made
<p>LANGUAGE/ CONVENTIONS Uses standard grammar and punctuation with varied sentence structure and vocabulary</p>	Uses standard grammar and punctuation with varied sentence structure and specific, rich vocabulary	Uses standard grammar and punctuation with few errors; some varied sentence structure and appropriate vocabulary	Grammar and punctuation errors are present but do not interfere with meaning; basic sentence structure and vocabulary	Grammar and punctuation errors are excessive and somewhat interfere with meaning; weak sentence structure and vocabulary	Grammar and punctuation errors are excessive and significantly interfere with meaning; contains fragments and/or run-on sentences; inappropriate vocabulary	Unscorable; no attempt made