### 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**

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| 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

- **SENTENCE STRUCTURE**
- **GRAMMAR, USAGE, AND MECHANICS**

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| 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. |