<table>
<thead>
<tr>
<th>Score</th>
<th>Content</th>
<th>Evidence</th>
<th>Organization</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| 4     | • I can introduce a topic that is compelling and is **clearly** and **logically** connected to the task/question.  
  • I can write an essay that shows that I read and understood the text **very well**. I can include inferences in my explanations. | • I can write an essay that has a **developed** topic with **relevant** well-chosen facts, definitions, **concrete** details, quotations, or other information from the text.  
  • I can use that information **throughout** my essay and it is varied. | • I can write an essay with **clear** organization and the skillful use of **varied** and **appropriate transitions** to enhance my meaning so that my writing is **unified and whole**.  
  • I can use a **formal** style and use **grade** and subject-appropriate **sophisticated** language.  
  • I can write a **compelling conclusion** that wraps up the topic of my essay. | • I can write an essay that uses **grade-appropriate grammar**.  
  • I can write an essay that has **few** spelling, grammar, punctuation, or capitalization errors. |
| 3     | • I can introduce a topic that is connected to the task/question.  
  • I can write an essay that shows that I read and understood the text **well**. | • I can write an essay that has a **developed** topic with **relevant** facts, definitions, details, quotations, or other information from the text.  
  • I can use that information **throughout** my essay but it is not varied. | • I can write an essay with **clear** organization and **varied** and **appropriate transitions** so that my writing is **unified and whole**.  
  • I can use a **formal** style and use **grade** and subject-appropriate language.  
  • I can write a **conclusion** that wraps up the topic of my essay. | • I can write an essay that uses **grade-appropriate grammar**.  
  • I can write an essay that has occasional spelling, grammar, punctuation, or capitalization errors but they do not make my writing hard to read. |
| 2     | • I can introduce a topic that is **sort of** connected to the task/question.  
  • I can write an essay that shows that I read and understood the text. | • I can write an essay that is **partially developed** and has some evidence from the text, but **not all the evidence relates to the task/question**. | • I can write an essay with **clear** organization and **varied** and **appropriate transitions** so that my writing is **unified and whole**.  
  • I do not use a **formal** style or grade and subject-appropriate language.  
  • I write a **conclusion** that **generally** follows the topic of my writing. | • I can write an essay that uses **almost** grade-appropriate grammar.  
  • I have some spelling, grammar, punctuation, or capitalization errors that sometimes make my writing hard to read. |
| 1     | • My writing introduces a topic that is **not** connected to the task/question.  
  • My writing shows that I understood the text a tiny bit. | • My writing **attempts** to use **some** evidence but that evidence **does not relate to the task/question**. | • I **attempt to use** organization with **some** transitions.  
  • I do not use a **formal** style and do not use grade and subject-appropriate language.  
  • I write a **conclusion** that does not wrap up my writing. | • I do not use grade-appropriate grammar.  
  • I have many spelling, grammar, punctuation, or capitalization errors that make my writing hard to read. |
| 0     | • My writing shows that I did **not** understand the task/question or the text. | • My writing **did not include** any evidence that relates to the task/question. | • My writing is **not** organized.  
  • I use language that **does not make sense**.  
  • I do not write a conclusion. | • I do not use appropriate grammar. People are not able to read my writing. |