

		Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
		<ul style="list-style-type: none"> • <i>Relevance of content to task</i> • <i>Quality of ideas used to develop the response</i> 	<ul style="list-style-type: none"> • <i>Arrangement of content</i> • <i>How language is used to link ideas</i> 	<ul style="list-style-type: none"> • <i>Variety and precision of grammar and vocabulary</i> 	<ul style="list-style-type: none"> • <i>How well communicative goals are achieved</i>
Exceeds Standard	5	Richly develops an argument with original supporting details.	Smooth, effective arrangement and connection of ideas. A variety of cohesive devices are used effectively.	Broad range of grammar and vocabulary used accurately. If any errors are present they are minor and insignificant.	Appropriate register, awareness of audience, and establishment of context fully enhance the intended effect on the reader.
	4	Fully develops an argument with appropriate supporting details.	Appropriate and clear organization and connection of ideas. Transition markers used appropriately and not mechanically.	Good range of grammar and vocabulary; mostly accurate with only occasional errors.	Appropriate register, awareness of audience, and establishment of context help the reader to follow the text.
	3	Adequately develops an argument. May rely on prompt for content.	Ideas clearly and adequately organized. Standard connectors used appropriately but somewhat mechanically.	Sufficient range of grammar and vocabulary to fulfill the task. Errors in grammar and vocabulary do not interfere with reader's comprehension.	Adequate sense of audience and purpose for writing generally allow the reader to follow the text.
Below Standard	2	Inadequate development of argument. Content may be limited or primarily based on prompt. Some content may be irrelevant to the topic.	Simple, basic organization of ideas. Although standard connectors may be present, ideas themselves are not always connected.	A range of structures may be attempted, but grammar and vocabulary errors are frequent and interfere with reader's comprehension.	Some misunderstanding of audience and purpose and inappropriate register may have a negative effect and hinder the reader's comprehension of the text.
	1	Little or no development of argument. Content is irrelevant or taken directly from the prompt.	Minimal or no organization. Connectors may be inappropriately used. Connection may not be apparent.	Grammar and vocabulary errors predominate and cause significant confusion.	Lacks audience awareness and purpose for writing.
Not Scored	Not On Topic	<p>A Not on Topic rating is awarded to any essay or letter that:</p> <ul style="list-style-type: none"> • is written on a topic different from those assigned; or • is connected to the prompt so loosely that the essay or letter could very well have been prepared in advance; or • requires considerable effort to see any connection between the composition and the prompt. 			