

Criteria	4	3	2	1	0
<b>CLAIM AND REASONS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's claim.	clearly introduce the claim in a manner that is compelling and follows logically from the task and purpose  claim and reasons demonstrate insightful analysis	clearly introduce the claim in a manner that follows from the task and purpose  claim and reasons demonstrate age-appropriate analysis of the task	introduce claim in a manner that follows generally from the task and purpose  claim demonstrates a literal comprehension of the task	introduce the claim in a manner that does not logically follow from the task and  demonstrates little understanding of the task	claim and reasons demonstrate a lack of comprehension of the task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support argument	develop the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples to sustain the use of varied, relevant evidence skillfully and logically explain how evidence supports ideas	develop the claim with relevant facts, definitions, details, quotations, or other information and examples to sustain the use of relevant evidence, with some lack of variety logically explain how evidence supports ideas	partially develop the claim of the essay with the use of some evidence, some of which may be irrelevant & uses relevant evidence inconsistently sometimes logically explain how evidence supports ideas	demonstrates an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant attempt to explain how evidence supports ideas	provide no evidence or provide evidence that is completely irrelevant does not explain how evidence supports ideas
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning, establish and maintain a formal style, using age-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provide a concluding statement or section that is compelling and follows clearly from the claim and reasons presented	exhibit clear organization, with the use of appropriate transitions to create a unified whole establish and maintain a formal style using precise language and domain-specific vocabulary, provide a concluding statement or section that follows from the claim and reasons presented	exhibit some attempt at organization, with inconsistent use of transitions establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provide a concluding statement or section that follows generally the claim and reasons presented	exhibit little attempt at organization, or attempts to organize are irrelevant to the task lack a formal style, using language that is imprecise or inappropriate for the text(s) and task provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented	exhibit no evidence of organization use language that is predominantly incoherent or copied directly from the text(s) do not provide a concluding statement or section
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	demonstrate grade-appropriate command of conventions, with few errors	demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	demonstrate emerging command of conventions, with some errors that may hinder comprehension	demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	are minimal, making assessment of conventions unreliable

