Ideas

The presence and quality of a main idea; the extent to which the main idea is developed through details; the quality of the details used to support the main idea.

4	A main idea is distinct and is developed through vivid and relevant details.
3	A main idea is clear and is developed through relevant details.
2	A main idea is evident and is somewhat developed through details, some of which may be irrelevant.
1	A main idea is not present, or a main idea is not developed with details.

Organization

The extent to which the writing is organized as a whole (externally); the extent to which the ideas are logically sequenced (internally) with a beginning, middle, and ending; the quality of transitional words/phrases.

4	The writing is skillfully organized with skillful use of varied transitions.
3	The writing is organized with effective use of varied transitions.
2	The writing is somewhat organized with vague or mechanical transitions.
1	The writing is lacking organization; there is little or no evidence of transitions.

Language Use

The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.

4	Language use contributes to vivid and skillful writing.
3	Language use contributes to clear and fluid writing.
2	Language use contributes to vague or mechanical writing.
1	Language use contributes to confusing writing, or there is little evidence of language use.

Conventions

The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.

4	A variety of consistently correct conventions contribute to enhanced communication.
3	A variety of generally correct conventions contribute to effective communication.
2	Errors in conventions are noticeable, but communication is coherent.
1	Errors in conventions contribute to confusing communication, or there is little evidence of conventions.

Not Enough Evidence

There is not enough evidence to assess the student's writing (e.g., indecipherable, blank paper, response written in a language other than the language being assessed).