<table>
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<th>Score Point</th>
<th>Description</th>
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| **4**       | • Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience  
              • Effective order and organizational structure that support reasons and evidence  
              • Substantial and relevant content that demonstrates a clear understanding of the purpose  
              • Thorough elaboration with clearly presented reasons that are consistently supported with facts and details  
              • Effective transitions that connect opinions and reasons  
              • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*  
              • Consistent control of sentence formation  
              • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning |
| **3**       | • Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience  
              • Logical order and organizational structure that support reasons and evidence  
              • Adequate and relevant content that demonstrates an understanding of the purpose  
              • Sufficient elaboration with clearly presented reasons that are supported with facts and details  
              • Clear transitions that connect opinions and reasons  
              • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*  
              • Adequate control of sentence formation  
              • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning |
| **2**       | • Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience  
              • Inconsistent order and organizational structure that somewhat support reasons and evidence  
              • Inadequate, vague content that demonstrates a weak understanding of the purpose  
              • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details  
              • Inconsistent/limited transitions that somewhat connect opinions and reasons  
              • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*  
              • Inconsistent control of sentence formation  
              • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning |
| **1**       | • Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience  
              • Minimal order and organizational structure  
              • Minimal content that demonstrates little or no understanding of the purpose  
              • Undeveloped opinion with little support; may be a bare list  
              • Minimal transitions that may or may not connect opinions and reasons  
              • Ineffective formal style with little control of language*  
              • Minimal control of sentence formation  
              • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning |

*This bullet point does not apply at grade 3.*