<table>
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<th>Score Point</th>
<th>Description</th>
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| 4           | - Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience  
- Effective organizational strategies and structures that develop a topic  
- Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose  
- Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details  
- Effective transitions that connect and clarify ideas and concepts  
- 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 topic introduced, developed, and concluded with general awareness of task, purpose, and audience  
- Adequate organizational strategies and structures that develop a topic  
- Adequate and relevant content that demonstrates an understanding of the purpose  
- Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details  
- Appropriate transitions that connect and clarify ideas and concepts  
- 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           | - Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience  
- Inadequate organizational strategies and structures that somewhat develop a topic  
- Inadequate, vague content that demonstrates a weak understanding of the purpose  
- Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details  
- Inconsistent/limited transitions that somewhat connect ideas and concepts  
- 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 topic introduced, developed, and concluded with little awareness of task, purpose, and audience  
- Minimal organizational strategies and structures  
- Minimal content that demonstrates little or no understanding of the purpose  
- Undeveloped writing with little support; may be a bare list  
- Minimal transitions that may or may not connect ideas and concepts  
- 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 |