

Grades 6–E
Reading Language

	<p>ineffective and may interfere with the writer’s intended meaning and weaken the message.</p>
1	<ul style="list-style-type: none"> <p>Argument/opinion is evident but not developed An argument/opinion is present but not developed appropriately in response to the writing task. For grades 8 through ELL, counterarguments are not identified.</p> <p>Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task.</p> <p>Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and</p>

<p>1</p>	<p>Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has several errors, but the reader can understand the writer’s thoughts.</p>
<p>0</p>	<p>Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.</p>