<table>
<thead>
<tr>
<th>Scoring Domain</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
</table>
| **Thesis/Focus** | ● establishes and sustains a precise controlling idea/thesis  
● displays a clear understanding of task, purpose, and audience | ● establishes a controlling idea/thesis  
● displays an understanding of task, purpose, and audience | ● provides an inconsistent idea/thesis  
● displays a limited understanding of task, purpose, and audience | ● provides a vague or indistinct controlling idea  
● displays a minimal understanding of task, purpose, and audience | ● provides no evidence of a controlling idea/thesis  
OR  
● does not respond to prompt |
| **Content** | ● provides relevant content and specific and effective supporting details that demonstrate a clear understanding of purpose  
● uses sophisticated transitional words, phrases, and clauses to link ideas and create cohesion | ● provides relevant content and effective supporting details  
● uses transitional words, phrases, and clauses to link ideas | ● provides insufficient content and ineffective supporting details  
● may use simplistic and/or illogical transitional expressions | ● provides minimal content  
● uses few or no transitional expressions to link ideas  
OR  
● does not use transitional expressions to link ideas  
OR  
● does not respond to prompt |
| **Organization** | ● chooses sophisticated organizational strategies appropriate for task, purpose, and audience  
● includes a clear and well-defined introduction, body, and conclusion | ● chooses appropriate organizational strategies for task, purpose, and audience  
● includes a clear introduction, body, and conclusion | ● displays some evidence of organizational strategies  
● may not include an introduction, body, and/or conclusion | ● displays little evidence of organizational strategies  
● may not include an identifiable introduction, body, and/or conclusion  
OR  
● does not respond to prompt |
| **Style** | ● uses consistently precise language and a wide variety of sentence structures  
● chooses an effective style and tone and maintains a consistent point of view | ● uses precise language and a variety of sentence structures  
● chooses an appropriate style, tone, and point of view | ● uses imprecise language and a limited variety of sentence structures  
● may choose an inappropriate style or tone and may shift point of view | ● uses simplistic or repetitious language and sentence structures  
● demonstrates little or no understanding of style, tone, or point of view  
OR  
● does not respond to prompt |