

7th/8th Grade SAUSD Writing Rubric

Argumentative (CCSS Writing #1)

Criterion	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	
	5	4	3	2	1
Focus/Claim CCSS -W: • 1a • 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces precise claim(s) in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces reasonable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Ineffectively addresses all aspects of the prompt Introduces claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organization/Structure CCSS – W: • 1a • 1c • 1e • 4	<ul style="list-style-type: none"> Skillfully introduces reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a meaningful and reflective concluding statement which draws from and supports claim(s) Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Introduces reader to topic(s) in introduction Develops claim(s) with relevant body paragraphs Provides a concluding statement that follows from and supports claim(s) Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially introduces reader to topic(s) in introduction Does not thoroughly develop claim(s) with body paragraphs Provides a concluding statement which repetitively or partially supports claim(s) Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately introduces reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate concluding statement Uses limited and/or inappropriate transition/linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to introduce reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits concluding statement Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/Support CCSS -W: • 1b • 9	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal and/or superficial evidence to support claim(s) Ineffectively integrates or cites adequate sources and/or text evidence Minimally refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides inadequate and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or text evidence that may not be credible Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS-W: • 1b • 9	<ul style="list-style-type: none"> Shows insightful understanding of topic or text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic or text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic or text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited and/or flawed understanding of topic or text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no and/or inaccurate understanding of topic or text Reasoning is missing or does not connect evidence with claim(s)
Language CCSS – L: • 1 • 2 • 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

ELA 7th/8th Rubric Alignment to CCSS

Strand	7 th Grade Standards	8 th Grade Standards
Writing	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a-2c are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Papers receiving a 0 are unable to be scored for one of the following reasons: illegibility, no response (blank), completely off topic, written in a language other than English.

Criterion	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	
	5	4	3	2	1
Focus CCSS -W: <ul style="list-style-type: none"> • 2a • 4 	<ul style="list-style-type: none"> • Insightfully addresses all aspects of the prompt • Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> • Competently addresses all aspects of the prompt • Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> • Superficially addresses all aspects of the prompt • Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> • Partially addresses all aspects of the prompt • Introduces superficial or flawed topic(s) in a weak thesis statement or lacks a thesis statement 	<ul style="list-style-type: none"> • Minimally addresses all aspects of the prompt • Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/Structure CCSS – W: <ul style="list-style-type: none"> • 2a • 2c • 2f • 4 	<ul style="list-style-type: none"> • Skillfully orients reader to topic(s) in introduction and previews what is to follow • Thoroughly develops topic(s) with relevant body paragraphs • Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented • Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Orients reader to topic(s) in introduction and previews what is to follow • Develops topic(s) with relevant body paragraphs • Provides a conclusion that follows from and supports information or explanation presented • Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Partially orients reader to topic(s) in introduction and previews what is to follow • Superficially develops topic(s) with relevant body paragraphs • Provides a conclusion which repetitively or partially follows from and supports information or explanation presented • Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow • Inadequately develops topic(s) with minimal body paragraphs • Provides a sense of closure, but may weakly articulate significance of the topic • Uses limited or inappropriate transition/linking words, phrases, and clauses 	<ul style="list-style-type: none"> • Fails to orient reader to topic(s) in introduction or introduction is missing • Fails to develop topic(s) with body paragraphs • Provides an inadequate conclusion or omits conclusion • Uses few to no transition/linking words, phrases, or clauses • Includes little or no discernible organization of ideas
Development CCSS -W: <ul style="list-style-type: none"> • 2 • 2b • 9 	<ul style="list-style-type: none"> • Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial • Shows insightful understanding of topic or text • Effectively integrates and cites credible sources* 	<ul style="list-style-type: none"> • Develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient • Shows competent understanding of topic or text • Competently integrates and cites credible sources* 	<ul style="list-style-type: none"> • Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial • Shows superficial understanding of topic or text • Ineffectively integrates and cites sources* 	<ul style="list-style-type: none"> • Provides inadequate and/or irrelevant evidence to develop the topic • Shows limited or flawed understanding of topic or text • Incorrectly integrates/cites sources 	<ul style="list-style-type: none"> • Provides inaccurate, little, or no evidence to support topic • Shows no and/or inaccurate understanding of topic or text • Does not use or cite sources*
Language CCSS – L:** <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 CCSS -W: <ul style="list-style-type: none"> • 4 	<ul style="list-style-type: none"> • Skillfully uses varied sentence structure • Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) • Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structure • Contains few, minor errors in conventions • Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses mostly correct and some varied sentence structure • Contains some errors in conventions which may cause confusion • Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses limited and/or repetitive sentence structure • Contains numerous errors in conventions which cause confusion • Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Lacks sentence mastery (e.g., fragments/run-ons) • Contains serious and pervasive errors in conventions • Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

*if applicable

**please refer to CCSS Language Progressive Skills, by grade

ELA 7th/8th Rubric Alignment to CCSS

Strand	7 th Grade Standards	8 th Grade Standards
Writing	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, b. Using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	<p>2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic or thesis statement; clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a-2c are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Papers receiving a 0 are unable to be scored for one of the following reasons: illegibility, no response (blank), completely off topic, written in a language other than English.

Criterion	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	
	5	4	3	2	1
Focus/Exposition CCSS -W: <ul style="list-style-type: none"> • 3a • 4 	<ul style="list-style-type: none"> • The narrative, real or imagined, insightfully addresses all aspects of the prompt • Purposefully engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view • Expertly introduces a narrator and/or characters 	<ul style="list-style-type: none"> • The narrative, real or imagined, competently addresses all aspects of the prompt • Engages and orients the reader by establishing a context and point of view • Introduces a narrator and/or characters 	<ul style="list-style-type: none"> • The narrative, real or imagined, superficially addresses all aspects of the prompt • Attempts to engage or orient the reader by establishing a context and point of view • Attempts to introduce a narrator and/or characters 	<ul style="list-style-type: none"> • The narrative, real or imagined, partially addresses aspects of the prompt • inadequately engages or orients the reader by establishing a context and point of view • Inadequately introduces a narrator and/or characters 	<ul style="list-style-type: none"> • The narrative, real or imagined, minimally addresses some aspect of the prompt • Does not engage or orient the reader by establishing a context a point of view • Does not introduce a narrator and/or characters
Organization/Plot CCSS – W: <ul style="list-style-type: none"> • 3a • 3c • 3e • 4 	<ul style="list-style-type: none"> • Creates a smooth progression of experiences or events • Skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole • Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	<ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds logically and naturally • Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another to show relationships among experiences and events • Provides a conclusion that follows from and reflects on the narrated experiences or events 	<ul style="list-style-type: none"> • Organizes an event sequence that unfolds naturally but may not be logical • Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • Provides a conclusion that connects to the narrated experiences or event 	<ul style="list-style-type: none"> • Organizes an event sequence but may not be logical • Uses few or repetitive transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • Provides a weak conclusion that may not connect to the narrated experiences or events 	<ul style="list-style-type: none"> • Event sequence unfolds unnaturally and/or illogically • Uses few to no transition words, phrases, and/or clauses to convey sequence or time shifts • Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS -W: <ul style="list-style-type: none"> • 3b • 3d 	<ul style="list-style-type: none"> • Skillfully uses a variety of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters • Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> • Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> • Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses some descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> • Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses concrete words or phrases with limited use of descriptive details and sensory language 	<ul style="list-style-type: none"> • Uses few to no narrative techniques • Does not use sensory language or descriptive details
Language CCSS – L: <ul style="list-style-type: none"> • 1 • 2 • 3 	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structure • Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structure • Contains few, minor errors in conventions • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses mostly correct and some varied sentence structure • Contains some errors in conventions which may cause confusion • Usually utilizes grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses limited and/or repetitive sentence structure • Contains numerous errors in conventions which cause confusion • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Lacks sentence mastery (e.g., fragments/ run-ons) • Contains serious and pervasive errors in conventions • Utilizes incorrect and/or simplistic word choice

ELA 7th/8th Rubric Alignment to CCSS

Strand	7th Grade Standards	8th Grade Standards
Writing	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>	<p>4. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>
Language	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a-2c are not written on this document.) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Papers receiving a 0 are unable to be scored for one of the following reasons: illegibility, no response (blank), completely off topic, written in a language other than English.