Target 1 – Narrative (Organization—Opening)

2 points
The response:
• provides an adequate opening or introduction to the narrative that may establish setting and/or point of view,* set up the action to come, establish the mood/tone,** and/or introduce the narrator and/or other characters for audience and purpose
• adequately connects to or sets up the body of the narrative

1 point
The response:
• provides an opening or introduction to the narrative that may partially establish setting and/or point of view,* or partially set up the action to come, partially establish the mood/tone,** and/or partially introduce the narrator and/or other characters
• provides a limited and/or awkward connection to the body of the narrative

0 points
The response:
• provides a minimal opening or introduction to the narrative that may fail to establish setting and/or point of view,* and/or fail to set up the action to come, fail to establish the mood/tone,** and/or fail to introduce the narrator and/or other characters
• provides no connection to the body of the narrative

* “point of view” = begins in Grade 7
** “establish the mood/tone” = begins in Grade 11
Target 3 – Informational/Explanatory (Organization—Introduction)

2 points
The response:
• introduces an adequate statement of the main idea/controlling idea/thesis* that reflects the body of writing as a whole
• provides adequate information to put the main idea/controlling idea/thesis* into context
• does more than list points/reasons to support main idea/controlling idea/thesis* —not formulaic
• connects smoothly to the body paragraph

1 point
The response:
• provides a partial or limited main idea/controlling idea/thesis*
• provides a main idea/controlling idea/thesis* that partially reflects the body of writing as a whole
• may provide limited and/or extraneous information to put the main idea/controlling idea/thesis* into context
• may list supporting points/reasons—formulaic
• provides a limited and/or awkward connection to the body paragraph

0 points
The response:
• provides no main idea/controlling idea/thesis* or provides a main idea/controlling idea/thesis* that is not appropriate for the body of writing as a whole
• provides irrelevant or no information to put the main idea/controlling idea/thesis* into context
• provides no connection to the body paragraph

* 
“main idea/controlling idea” = only in grades 3-5
“thesis/controlling idea” = only in grades 6-8
“thesis” = only in grade 11
**Target 6 – Opinion** (Organization—Introduction)

**2 points**

The response
- establishes an adequate opinion that reflects the body of writing as a whole
- provides adequate information to frame the opinion about the topic to put it into context
- does more than list reasons to support opinion—not formulaic
- connects smoothly to the body paragraph

**1 point**

The response
- provides a partial or limited opinion
- provides an opinion that partially reflects the body of writing as a whole
- may provide limited and/or extraneous information to frame the opinion about the topic to put it into context
- may just list supporting reasons—formulaic
- provides a limited and/or awkward connection to the body paragraph

**0 points**

The response
- provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole
- provides irrelevant or no information to frame to opinion about the topic to put it into context
- provides no connection to the body paragraph
**Target 6 – Argumentative** (Organization—Introduction)

**2 points**
The response
- establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole
- provides adequate information to frame the argument to put the claim into context
- does more than list arguments to support claim—not formulaic
- provides a logical connection to the body paragraph

**1 point**
The response
- provides a partial or limited claim
- provides a claim that partially reflects the argument(s) presented in the body of writing as a whole
- provides limited and/or extraneous information to frame the argument to put the claim into context
- may list arguments—formulaic
- provides a limited and/or awkward connection to the body paragraph

**0 points**
The response
- provides no claim or provides a claim that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to frame the argument to put the claim into context
- provides no connection to the body paragraph
**Target 1 – Narrative** (Organization—Conclusion)

**2 points**
The response:
- provides an adequate ending to the narrative that provides a sense of closure
- provides an adequate connection that follows from the events or experiences in the narrative

**1 point**
The response:
- provides an awkward or partial ending to the narrative that may provide a limited sense of closure
- provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative

**0 points**
The response:
- provides an unclear or incomplete ending to the narrative that provides little or no closure
- provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details
**Target 3 – Informational/Explanatory** (Organization—Conclusion)

**2 points**
The response:
- provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen)
- does more than restate or summarize the points/reasons—not formulaic
- provides adequate connections and/or progression of ideas to contribute to coherence

**1 point**
The response:
- provides a limited conclusion that is partially related to the information in the body of writing as a whole
- lists, restates, or summarizes the points/reasons—formulaic
- provides an awkward or partial connection and/or limited progression of ideas

**0 points**
The response:
- provides no conclusion or a conclusion that is minimally related to the information in the body of writing
- may restate random and/or incorrect details from the preceding information
- provides no connections or progression of ideas
**Target 6 – Opinion** (Organization—Conclusion)

**2 points**
The response
- provides an adequate conclusion that follows from and supports the opinion presented in the body of writing as a whole or provides an answer as to why this opinion is important or what should happen
- does more than restate or summarize the reasons—not formulaic
- provides adequate connections and/or progression of ideas to contribute to coherence

**1 point**
The response
- provides a limited conclusion that is partially related to the opinion presented in the body of writing as a whole
- lists, restates, or summarizes the reasons—formulaic
- provides an awkward or partial connection and/or limited progression of ideas

**0 points**
The response
- provides no conclusion or a conclusion that is minimally related to the opinion and the body of writing as a whole
- may restate random and/or incorrect reasons or just restate the opinion
- provides no connection or progression of ideas
**Target 6 – Argumentative** (Organization—Conclusion)

**2 points**
The response:
- provides an adequate conclusion that follows logically from and supports the claim presented in the body of writing as a whole or provides a call-to-action statement (or provides an answer as to why the claim is important or what should happen)
- does more than restate or summarize the arguments—not formulaic
- provides adequate connections and/or progression of ideas to contribute to coherence

**1 point**
The response:
- provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole
- lists, restates, or summarizes the arguments—formulaic
- provides an awkward or partial connection and/or limited progression of ideas

**0 points**
The response:
- provides no conclusion or a conclusion that is minimally related to the claim and the body of writing as a whole
- may restate random and/or incorrect arguments or just restate the claim
- provides no connection or progression of ideas
Target 1 – Narrative (Elaboration)

2 points
The response:
• provides appropriate and mainly specific descriptive details and/or dialogue
• provides adequate development of experiences, characters, setting, action, and/or events
• uses adequate sensory, concrete, and/or figurative language
• is mostly “shown”

1 point
The response:
• provides mostly general descriptive details and/or little or no dialogue, and may include extraneous details that are unrelated or only loosely related
• provides limited development of experiences, characters, setting, action, and/or events
• uses limited sensory, concrete, and/or figurative language
• is somewhat “told”

0 points
The response:
• includes few if any descriptive details and/or little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative
• provides minimal, if any, development of experiences, characters, setting, action, and/or events
• uses little or no sensory, concrete, and/or figurative language
• is mostly “told”
Target 3 – Informational/Explanatory (Elaboration)

2 points
The response:
• develops adequate supporting points/ideas/reasons/details and/or evidence from the student notes
• does more than list supporting details or ideas
• adequately elaborates ideas/reasons using precise words/language.

1 point
The response:
• provides mostly general and/or limited supporting points/ideas/reasons/details and/or evidence (which may be extraneous or loosely related) from the student notes
• lists supporting details or ideas with limited elaboration/evidence
• partially elaborates ideas/reasons using general words/language

0 points
The response:
• provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes
• provides supporting points/ideas/reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text
• provides no appropriate elaboration and/or may use poor word choice for audience and purpose

* “main idea/controlling idea” = only in grades 3-5
“thesis/controlling idea” = only in grades 6-8
“thesis” = only in grade 11
Target 6 – Opinion (Elaboration)

2 points
The response
• develops adequate supporting reasons/details and/or evidence from the student notes
• does more than list supporting reasons or details
• adequately elaborates opinion/reasons using precise words/language.

1 point
The response
• provides mostly general and/or limited supporting reasons/details and/or evidence, which may be extraneous or loosely related
• lists supporting reasons/details and/or evidence with limited elaboration
• partially elaborates opinion/reasons using general words/language

0 points
The response
• provides minimal or no supporting reasons/details and/or evidence from the student notes
• provides supporting reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text
• provides no appropriate elaboration and/or may use poor word choice for audience and purpose
Target 6 – Argumentative (Elaboration)

2 points
The response:
• develops adequate supporting arguments and/or relevant evidence based on the student notes
• does more than list supporting arguments
• develops adequate counterargument(s) (if question calls for this)*
• adequately elaborates arguments using precise words/language

1 point
The response:
• provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related
• lists supporting arguments with limited elaboration/evidence
• partially develops counterargument(s) (if question calls for this)*
• partially elaborates arguments using general words/language

0 points
The response:
• provides minimal or no supporting arguments and/or evidence from the student notes
• provides supporting arguments and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text
• does not develop counterargument(s) (if question calls for this)*
• provides no appropriate elaboration and/or may use poor word choice for audience and purpose

*counterargument begins at Grade 7