

# Grade 7 / Organization and Purpose

## SAMPLE A \* SCORE 4

### Explanatory Performance Task

#### Focus Standards

Grade 7: W.7.2 a, c, f; W.7.4; W.7.5



## STUDENT RESPONSE

### How Much Should We Sleep and When?

There is a feeling that hits people sometimes: being exceptionally sleepy, having minimal energy, and the day feels like trash. Luckily, there are studies made on how much people should sleep, and when they should take naps. Sleeping enough is vital for daily performance in activities and health, and so is sleeping at the right time. Taking short naps would also increase focus and health. To tremendously boost daily performance and health, people should get enough sleep based on their age, find time to take naps, and ensure the biological clock is consistent by sleeping at the right time.

Sleeping during the night is important for mental energy and health, and one should sleep enough based on his or her recommended age. Newborns should sleep around sixteen to eighteen hours every day, preschoolers should get eleven to twelve hours of sleep every week, elementary school children should get at least ten hours a day of sleep, teens should get at nine to ten hours of sleep, and adults should get seven to eight hours of sleep (How Much Sleep is Enough?). Every night, one

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## RATIONALE AND EVIDENCE

This response has a clear and effective organizational structure, and it maintains a consistent focus on its main idea: that sleeping well (which includes getting the right amount of sleep at night, taking naps, and sleeping at the right times to keep the biological clock in sync) is the best way to stay healthy and perform well in life. Each of the three body paragraphs focuses on one aspect of the three-part thesis.

The introduction effectively uses a connection to real-life experience to engage the reader with the topic and lead into the evidence-based controlling idea: "There is a feeling that hits people sometimes: being exceptionally sleepy, having minimal energy, and the day feels like trash. Luckily, there are studies . . ." The conclusion mostly restates the paper's main ideas in new words, but it effectively ties up the explanation with a connection back to the introduction: "To prevent the groggy, drowsy, and moody feeling . . .," contributing to an overall sense of unity and completeness in the response.

The order of the body paragraphs establishes a logical progression of ideas; each paragraph demonstrates internal focus on one component

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should get the amount of sleep they are recommended to be more energetic and alert. Missing too much sleep every night will add up to a sleep debt and soon “sleep loss will affect your health,”(How Much Sleep is Enough? 2). But if there is enough sleep, the sleep “primes the brain to function at a higher level”(Allegra 2). Reducing the sleep debt and getting enough sleep is important for a higher everyday performance.

Besides having a good night’s sleep, another way to boost performance is to take naps. **Although naps may be regarded as for little children**, naps are actually helpful for mood, health, alertness, creativity, focus, and many more important aspects of everyday life. **Even great minds** like Einstein, Leonardo Da Vinci, and Edison still took naps (Allegra). Despite the common negative thoughts about naps, scientists think that naps could still help with performance. If a person has a troubled career with shifts at night, naps could help them renew energy. If an astronaut doesn’t get as much sleep, taking a twenty six minute nap could help as much as boosting the mental performance by thirty-four percent! (Allegra) Naps also could improve health tremendously, and “people who took 30 minute naps at least three times a week were 37% less likely to die of heart disease,”(Allegra 3) which is the biggest cause of death in the

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of the controlling idea, moving from the importance of getting enough sleep at night to the usefulness of naps for people who can’t get adequate sleep at night, and then to caution about sleeping at the right times. These are not just three unrelated ideas about sleep and napping; each paragraph builds on the previous one to support and develop the controlling idea.

The paragraphs also employ a variety of internal transitions to clarify the relationships among ideas: “Although naps may be regarded . . .”; “Even great minds . . .”; “If taking naps could fight the top killer in our country that well, then taking naps has great potential.”; and “Therefore, sleeping at the right time . . .” This effective use of transitions and syntactic variety contributes further to the logical progression of ideas throughout the response.



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United States! If taking naps could fight the top killer in our country that well, then taking naps has great potential.

It isn't just important to get enough sleep, you also have to sleep at the right time to ensure the sleep has decent quality. A good sleep cycle is important for getting good sleep. Everyone has a biological clock, which helps them determine when they should go to sleep. (Allegra) Sleeping is difficult if the biological clock is mixed up, and is not as effective. Keeping the biological clock in sync is important to health and sleep. Getting good sleep schedules is not only important for falling asleep, but it also matters for the quality of sleep. A mixed up biological clock could even cause sleep deficiency that "affect people even when they sleep the total number of hours recommended for their age group"(How Much Sleep Is Enough? 2). Sleep deficiency could affect people with the right amount of sleep if they don't sleep when their body needs to sleep. Therefore, sleeping at the right time is just as important as sleeping for the right amount of time.

Ultimately, sleeping the right amount, sleeping at the right time, and taking quick naps is necessary for exceptional health and excellent mental performance. To prevent the groggy, drowsy, and moody feeling, getting good sleep will refresh one's body and improve daily life. To improve everyday performance, sleeping well will be one of the best options.

### 4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas.</li> <li>effective introduction and conclusion.</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.</li> <li>adequate introduction and conclusion.</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have minor drifts in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

# Grade 7 / Organization and Purpose

## SAMPLE B \* SCORE 3

### Explanatory Performance Task

#### Focus Standards

Grade 7: W.7.2 a, c, f; W.7.4; W.7.5



### STUDENT RESPONSE

Waking up in the morning feeling drowsy and grumpy is not the ideal way to start the day. Sleep contributes to everyday life. There are many bad sleeping habits that lead to problems such as depression and wandering minds. A main factor is the lack of sleep at night. Every being in the world has an internal or biological clock that operates with the darkness and brightness of the day. When sleep does not follow the clock's routinely sleep process, it leads to sleep debt or the total hours of sleep lost. Thus, sleep is very important to one's well being, for it can contribute in many different ways.

First, sleep can benefit humans mentally. Students and those with strange work schedules are usually not focused in what they are doing due to sleep loss. By sleeping enough hours at night, one's mental state can be extremely improved. In fact, studies have concluded that deep sleep allows "the brain to function at a higher level, allowing [people] to come up with better ideas, find solutions to puzzles more quickly, identify patterns faster and recall information more accurately" (Allegra 7). By sleeping more, the body can replenish and restore its energy, avoiding the zombie-like behaviors

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### RATIONALE AND EVIDENCE

This response has an evident organizational structure and a sense of completeness that is adequately sustained within and between paragraphs.

The writer begins by stating a clear but general thesis that sleep is very important in a number of ways, thereby laying the groundwork for the subsequent paragraphs. The following body paragraphs expand on this idea with specific examples of mental, emotional, and physical benefits of sleep. Each body paragraph stays focused on one idea, with a topic sentence and a concluding sentence for each (for example, ". . . sleep can benefit humans mentally" and ". . . sleeping enables humans to create and gain knowledge"). Transitions, such as "First," "Lastly," and "In conclusion," support an adequate, though somewhat formulaic, progression from one paragraph to the next.

In some paragraphs, the internal focus is somewhat weak, such as body paragraph 2, which follows statements about how sleep can increase happiness with a quote about how "Longer sleeping hours avoid the most-nap groggy feeling."

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many people seem to have today. Sleep can also offer deep concentration skills to enable success and little mistakes in a task. **People live in an innovative and thoughtful world, so sleeping enables humans to create and gain knowledge.**

**Sleep can also make someone more happier and refreshed.** Happiness is something one wants in their life. It allows their body and mind to function better, and it also enhances one's mood. **Longer sleeping hours avoid "the most-nap groggy feeling"** ("Ask the Sleep Doctor" 4) people have after waking up from interrupted or little sleep. Humans need rest to live and support their needs. **By sleeping, happiness and enlightenment can be cherished in life.**

**Lastly, sleep can ensure healthy lives.** While sleeping, the body is being energized for the next day. It secures one's rest and growth rate. Because of sleep, a long, fulfilled life is granted. In 2007, the "Harvard School of Public Health discovered that people who took 30 minute naps at least three times a week were 37% less likely to die of heart disease" (Allegra 10). People who rest and sleep more have fewer chances of dying earlier than those who don't because their body is recharged and healthy. **Sleep can offer life, a chance to live.**

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The conclusion reiterates the three main ideas of the body paragraphs but loses some focus with the addition of somewhat unrelated and generalized statements (for example, "Sleeping more can benefit the world and decrease the number of depressed people, and the increasing death rates.").

Because the response is somewhat formulaic in structure, and the thesis statements and topic sentences are more general than precise, overall the organization is adequate rather than effective, resulting in a score of 3.



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In conclusion, sleep is an important factor in life because it provides us with the proper state of mind, joy, and a healthy life. Sleeping more can benefit the world and decrease the number of depressed people, and the increasing death rates. By sleeping enough hours, the population of people today can all be happy. Our world would be a much appreciated place.



## 4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas.</li> <li>effective introduction and conclusion.</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.</li> <li>adequate introduction and conclusion.</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have minor drifts in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

# Grade 7 / Organization and Purpose

## SAMPLE C \* SCORE 3

### Explanatory Performance Task

#### Focus Standards

Grade 7: W.7.2 a, c, f; W.7.4; W.7.5



## STUDENT RESPONSE

### Getting Enough Sleep

Getting enough sleep can be a real challenge. Having to sleep eight to ten hours a night can seem impossible to some. Having a job that requires you to wake up and go to sleep at strange times can be a part of this struggle. Although many people don't get enough sleep, it's crucial for your concentration and health.

As you may already know, the younger you are the more sleep you need. According to the "How Much Sleep is Enough?" article, a newborn needs roughly sixteen to eighteen hours of sleep while an adult may only need seven. Not getting this amount of sleep can add up and you'll have a huge chunk of "sleep debt." Having a lot of "sleep debt" can result in tiredness during the day and difficulty concentrating. If you don't get enough sleep, your mind isn't well rested and you won't wake up ready to tackle the day ahead. This can be a huge problem for students because if they don't get enough sleep, they won't be able to pay attention in class. Not getting enough sleep can really upset your whole day.

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## RATIONALE AND EVIDENCE

This response has an evident organizational structure and a sense of completeness, with adequate organization within and between paragraphs.

The introductory paragraph establishes the ideas that sleep is "crucial for your concentration and health" and that it is sometimes difficult to get enough sleep. The first body paragraph focuses on getting enough sleep, and, although the topic sentence does not adequately introduce the details that follow, there is an overall coherence to the paragraph. The second body paragraph presents information about napping as a way to "deal with sleep loss," which is related to the main idea of the response as a whole. However, this paragraph would make more sense after the subsequent paragraph, which returns to the idea of the challenge of getting enough sleep by describing various jobs that interfere with productive sleep patterns. A reordering of body paragraphs 2 and 3 would make the progression of ideas in this response more logical.

Transitions are limited ("however," "One way"), but the sentences have adequate coherence and flow. The concluding paragraph reiterates

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One way to deal with sleep loss is taking a nap. Although a nap doesn't have all of the benefits of a good night's sleep, it can boost your productivity level. After a nap you may feel more alert and happy. However, avoid taking too long of a nap and don't sleep too far into the day. If you take a long nap far into the day, your body thinks that it's time to go to bed and goes into a deep sleep. Waking up from this deep sleep can leave effects like grogginess and confusion. Students should maybe find time when they come home from school to take a nap if they realize that they have poor sleeping habits. Taking this nap can give you an extra boost for doing homework on time and getting back into a steady sleep routine.

Some careers, however, don't allow you to get the sleep that you need. Many twenty-four-hour stores need nighttime workers, and those workers need to fight their biological clock, a mental clock that tells night from day and tells you when you should sleep. Astronauts also find it difficult to get a good night's sleep because they never see a steady day-night cycle from space. Seeing when it's light outside and when it's dark is another way for your body to tell you when to sleep. Many astronauts try to find time to take a nap so that they're alert when doing their important research in space. Not getting enough sleep for

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the ideas presented to support the thesis that sleep is important, yet sometimes difficult to get; however, it strays somewhat by including information about naps.

Adequate progression of ideas from beginning to end and adequate connections between and among ideas result in an Organization/Purpose score of 3 for this response.



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anyone with a job can lower your performance and you may eventually lose your job if you don't concentrate.

People may have their reasons for not getting enough sleep, but that doesn't mean that it's any less important to. Disturbing your biological clock and sleep schedule can lead to lack of sleep. Not getting enough sleep can lead to difficulty concentrating due to sleepiness. Next time you realize that you're feeling sleep, you may be suffering from a lack of sleep. Take naps when you feel like you need to and try to get enough sleep – it can really boost your mood!

## 4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas.</li> <li>effective introduction and conclusion.</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.</li> <li>adequate introduction and conclusion.</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have minor drifts in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

# Grade 7 / Organization and Purpose

## SAMPLE D \* SCORE 3

### Explanatory Performance Task

#### Focus Standards

Grade 7: W.7.2 a, c, f; W.7.4; W.7.5



## STUDENT RESPONSE

### How Much Sleep Do We Really Need?

Do you sometimes feel tired or drowsy during a normal day at school or work? If you do, then you're probably not getting enough sleep. But how much sleep do we need? Sleep is an essential part of everybody's lives, and different people need different amounts of sleep. When you can't get enough sleep, naps are a good way to help.

Depending a person's age, he or she might need different amounts of time to sleep. The younger someone is, the more sleep they will need. The average school-aged child needs at least 10 hours of sleep per day, however, adults only need 7 to 8 hours of sleep per day. To get enough sleep, one might consider napping. Napping is often considered something children and infants do, it can be useful to people of all ages. Napping can help increase mental capability and awareness. In the article, *The Secret Truth About Napping* by Maria Allegra, it is stated that a person who took a "nap for as little as 24 minutes improved their mental performance" greatly (Allegra).

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## RATIONALE AND EVIDENCE

This response has an evident organizational structure and a sense of completeness that is adequately sustained within and between paragraphs.

The introduction seems to present two ideas that may be further developed: how much sleep is necessary and the value of napping. This lack of clarity is seen again in the first body paragraph, as the student begins by discussing the amount of sleep needed at various ages and the benefits of napping. The evidence used in this paragraph is somewhat disjointed as well. For example, the writer mentions increased mental capacity and awareness, but this idea is further developed in paragraph 4, and these examples would be more appropriate if included there. Overall, the claim of the benefits of napping becomes the focus and is maintained for the remainder of the response.

Paragraphs 3 and 4 each begin with a specific claim (upsetting your internal clock and increased mental capacity), and the writer then provides supporting evidence for each claim. The internal structure of

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However, a nap that lasts too long can make you feel drowsy, and upset your internal clock. In the article, *How Much Sleep is Enough?* by an unknown author, the author explains about how a job on the night shift can cause a person to become out of sync with their internal clock, which allows a person's body to know when to sleep and when to be active. In addition, upsetting your internal clock can lead to a loss of sleep. The author states that "people whose sleep is out of sync with their body clocks or [is] routinely interrupted (such as caregivers or emergency responders) might need to pay special attention to their sleep needs".

Taking naps just after school or work can help your awareness and mental capacity. In a third source, *Ask the Sleep Doctor*, Dr. Vessler explains to an anonymous 12-year-old how to help him or her with increasing his/her productivity of schoolwork. He explains that taking a nap should help, but taking a 2 to 3 hour nap is too long, and that a shorter one would be more useful. Dr. Vessler says that it takes less than a half hour long nap to increase productivity. Taking a nap would be more useful than time-wasting.

In conclusion, through research, I have found that sleep is very important, and taking naps can be extremely helpful to anyone.

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these paragraphs is adequately organized with connections between ideas and related examples.

The writer uses some transitional words and phrases, such as "However," "In addition," and "In conclusion," to introduce and clarify the relationships among ideas.

The conclusion remains focused on the benefits of napping but does not specifically reference the claims presented in the body paragraphs. Rather, it is more of an editorialization on the benefits of napping.

Due to the somewhat disorganized introduction and the failure to initially present a controlling idea, this response is adequate and results in a holistic score of 3 for Organization/Purpose.



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Getting enough sleep is important, and even if it takes a nap or two, everyone should do it. So this afternoon, do yourself a favor and take a nap. **Take a nap for your health and for your mental capability**, because whether or not you work at an office all day, take the night shift, or go to school, it helps.



### 4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas.</li> <li>effective introduction and conclusion.</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.</li> <li>adequate introduction and conclusion.</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have minor drifts in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

# Grade 7 / Organization and Purpose

## SAMPLE E \* SCORE 2

### Explanatory Performance Task

#### Focus Standards

Grade 7: W.7.2 a, c, f; W.7.4; W.7.5



## STUDENT RESPONSE

### All You Ever Needed to Know about Sleep and Naps

Some people think that they can catch up on lost sleep by taking long or short naps. But that isn't true. People can only get enough sleep by sleeping enough at night and naps only provide a mental boost, and cannot catch up on lost sleep. According to Source #1, it is not possible to make up on lost sleep. Source #2 says that napping can aid people of all ages. Napping for many hours during the day make it harder to fall asleep at night and it can be difficult to wake up after a long nap says Source #3. Therefore, it is important to sleep enough every night and is important to know that naps only boost your brain, they don't make up for lost sleep.

One thing that is one of the most important things about sleep is how much you sleep. If people sleep too little for their age, it might cause health problems in the long-term. According to Source #1, "people whose sleep is out of sync with their body clocks or [is] routinely interrupted might need to pay special attention to their sleep needs" (pg.2 Source #1). What this means is that people should sleep enough for their age and

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## RATIONALE AND EVIDENCE

The response has an inconsistent organizational structure with some flaws and minor drifts in focus.

The student begins with a clear thesis that napping is not a remedy for lack of sleep, but the response does not sustain this idea throughout. The controlling idea is continued in the first body paragraph, with references to the sources, but the subsequent paragraphs shift focus from the need for adequate sleep to the benefits of napping, creating a drift in focus and an uneven progression of ideas.

The student adequately uses transitional strategies with some variety ("hence," "therefore," "thus") to connect ideas and clarify relationships. The conclusion, like the bulk of the paper, is inconsistent with the controlling idea, presented in the introduction, that napping is not a replacement for adequate sleep.

The preponderance of evidence places this response at a level 2 score for Organization/Purpose.



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make sure that they get enough rest. In a chart provided in Source #1, it shows that teens should sleep for 9-10 hours every night. Hence, people of all ages should pay attention to how much they sleep and if they are getting enough sleep.

All over America, people think that napping is unproductive and only little children should nap. Nonetheless, “there is evidence that napping can benefit people of all ages”(pg.2 Source #2). The article *The Secret Truth about Napping* by Maria Allegra states that even famous people took naps so they could deal with all the activities that they were obliged to and so that they had energy for their extra activities. Some scientific studies show the benefits that naps can provide for individuals that have unusual sleep and work schedules. For example firemen, doctors, and police who work night shift all don't get enough sleep because their work schedules mess with their internal clock. A person's internal clock “operates in relation to the Earth's pattern of darkness at night and bright light during the day” (pg.3 Source #2). Mark Rosekind of NASA states that even a 26-minute nap boosted a person's mental performance by 34%. He also stated that a 45-minute nap gave about the same amount of boost but the boost lasted for more than 6 hours. Deep sleep “primes the brain to function at a higher level

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allowing people to come up with better ideas, find solutions to puzzles quickly, identify patterns faster and recall information more accurately” (pg.3 Source #2). People all over the world have traditionally taken a break in the middle of the day. Evidence suggests that most people become drowsy between 2:00 pm and 4:00 pm. A 2007 study showed that people who took a 30 minute nap about three times a week were 37% less likely to die of heart disease. A 2001 study found that napping was a factor in lowering blood pressure after mental stress. Thus, people should listen to their internal clock and when it tells them to sleep.

Napping can help recharge your body and increase your mental alertness. Source #3 states that 85% of animals sleep in short periods throughout the day. “Humans are one of the few species that do most of their sleeping during the night” (pg.5 Source #3). Studies show that taking a short nap after learning new information may help people remember that information better. Long naps are not recommended because they might ruin a person’s sleep at night and it can also be difficult to wake up from a long nap. According to research by David F. Dinges, “napping for as little as 24 minutes improves mental performance” (pg.5 Source #3). Short naps also don’t lead to the

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post-nap grogginess that accompany long naps. Therefore, it may be a good idea if a person isn't getting enough sleep to take a short nap that can boost mental performance.

In conclusion, it is a good idea to get enough sleep for a person's age. Also naps are good for boosting mental performance but naps cannot make up for lost sleep. In general, people should be aware for how much they sleep and if they are feeling tired, they should take a short 30 minute nap so they can boost their performance for most activities.

## 4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas.</li> <li>effective introduction and conclusion.</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.</li> <li>adequate introduction and conclusion.</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have minor drifts in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

# Grade 7 / Organization and Purpose

## SAMPLE F \* SCORE 2

### Explanatory Performance Task

#### Focus Standards

Grade 7: W.7.2 a, c, f; W.7.4; W.7.5



### STUDENT RESPONSE

#### **Sleeping is Very Important for Everyone!**

If one does not get enough sleep, it may ruin or get out of sync with the internal clock, which may then affect one's life in a later debt. An internal clock is just like a clock that counts up someone's sleep and makes notes of what time to go to bed and to wake up, and every person varies from the amounts of sleep one may need/want.

Some people, like newborns, have to get at least 16-18 hours a day, which is different from adults who have to get 7-8 hours per day. If a person doesn't get their least amount of sleep, then "sleep deficiency can affect people, even when they sleep the total number of hours recommended for your age group," (How Much Sleep is Enough?, 2). Sleep deficiency is like sleep debt; if someone doesn't get the amount one needs to sleep, then the sleep debt adds up the amount someone doesn't sleep for, can make one very tired. "For example, if [someone] loses 2 hours of sleep each night, [they]'ll have a sleep debt of 14 hours after a week," (How Much Sleep Is Enough?, 2). Napping can't help with sleep debt, but does provide a short-term boost in alertness and

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### RATIONALE AND EVIDENCE

This response is inconsistently organized, with loosely connected ideas, and lacks focus throughout.

The first paragraph seems to indicate that the thesis will focus on the amount of sleep needed and the importance of receiving that sleep. The following paragraph continues this idea with descriptions of recommended hours of sleep and the potential for sleep debt. However, the third paragraph veers into the dangers of extended napping, an idea that was not included in the original thesis. The internal organization of this paragraph is focused on napping, but has an uneven progression of ideas (lengths of naps, ages of nappers, important people who napped), with little reference to the overall thesis. The final paragraph is not an effective conclusion; it contains a disparate collection of ideas with a loose connection to the general ideas of napping and sleeping.

The overall lack of organization, evidenced by an uneven progression of ideas with unclear connections between and among ideas, results in a score of 2 in the category of Organization/Purpose for this response.



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performance. So, since it doesn't provide all the other benefits of night-time sleep, no one can make up for lost sleep.

When napping, make sure that someone doesn't sleep for too long. Even though napping is still good for anyone and everyone—like a 24 minute nap could help with mental performance—it may also be hard to take a 2-3 hour nap. Once taking a long nap, someone can wake up feeling groggy and also it may be hard to go to sleep at night, so no one can nap during the late late evening. To make sure that doesn't happen, a person could set a timer for 15-24 minutes, and they can wake up refreshed and have more energy to take on things that their busy with. Naps are not something only little kids can do, and that it's only an unproductive habit, because it has lots of benefits. Lots of famous people like John Kennedy and Ronald Reagan took naps so they could feel refreshed and relaxed when performing a speech as well. Also people like Albert Einstein and Thomas Edison took naps, and if they didn't then maybe we wouldn't have discovered  $E=mc^2$  or we could have lived in the dark our entire lives.

In the end, naps and sleeping have changed our entire lives and the people around us. Maybe, if sleeping didn't exist, then we

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would be tired all day and never accomplish the things people did, and also we might've never had a universe or lived here because everyone would be too tired to eat and would die of starvation. Anyways, sleeping is very significant to every living being so they could rest and get recharged for the next day.



### 4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas.</li> <li>effective introduction and conclusion.</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.</li> <li>adequate introduction and conclusion.</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have minor drifts in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

# Grade 7 / Organization and Purpose

## SAMPLE G \* SCORE 2

### Explanatory Performance Task

#### Focus Standards

Grade 7: W.7.2 a, c, f; W.7.4; W.7.5



## STUDENT RESPONSE

### Why People are Feeling Sleepy During the Day

Why are people starting to feel drowsy during the day? Well, researchers have found out that people aren't getting enough sleep at night. In this sleep article, the reading will explain to readers what will happen if they sleep at late hours, what people have done in the past, and how they can have more energy.

Most people experience sleepiness during the day and are probably wondering why this is happening. The recommended amount for sleep for adults is 7-8 hours a day. In addition to this, adults who have night shifts need to start paying attention to their health. They need to get more rest in order to be able to do more activities during the day. People "have a sleep debt of 14 hours after a week" (Source #1: How Much Sleep Is Enough?) if 2 hours is lost each night. This can make an impact to their life since it causes the mind to lose memory the next day. Evidence suggests that sleeping at a late hour each night is not good for the body, especially since it needs rest. Each week, people will start to show signs of being unable to fall asleep well. However, they cannot make up for lost sleep so they should try and go to bed earlier. If experiencing tiredness

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## RATIONALE AND EVIDENCE

This response demonstrates an inconsistent organizational structure, with an unclear controlling idea and an uneven progression of ideas. The thesis does not establish a clear controlling idea, but it does list three topics; the body paragraphs do not align to these three topics, resulting in an uneven progression of ideas across paragraphs.

The second body paragraph is the most sustained in focus internally; it explains various ways that people try to address the problem of lack of sleep, and the ideas within the paragraph progress adequately, but the other paragraphs drift internally. For example, the first body paragraph addresses at least four different ideas, all loosely related (sleep debt, night-shift workers' health concerns and memory loss, late bedtimes, and being unable to fall asleep).

The introduction, while formulaic, is adequate, but the body of the paper does not extend the ideas presented in the introduction. The few transitions ("however," "well") are inconsistent, with little variety, and do not serve to introduce or link ideas. The conclusion is

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during the day, consider going to bed at an earlier than the original time.

This situation has been everywhere so people are trying to do something about it. Some jobs such as a police officer, firefighter, or even a hospital worker can take up someone's sleeping time. At school, the same thing applies. Kids cannot find time to rest since there is barely any. Therefore, schools and businesses need to give people a longer break in order for them to regain their energy. Anton Anderson, an English teacher at Greenwich High School, "founded the Power Napping Club, which allows students to nap for about 20 minutes at the end of each day before going on to extracurricular activities" (Source #2: The Secret Truth about Napping). Some students go to bed late at night or even sleep during the day at school, but are now able to get enough rest to be able to move onto different activities. After the naps, they will start to feel more relaxed and happier. Some people aren't able to take a nap during the day so companies and schools can give a nap time to those who need it.

Going to bed earlier isn't the only answer to getting more energy throughout the rest of the day. Perhaps a nap could solve the

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weak and is a collection of ideas without a clear connection to the rest of the response.

An uneven, flawed organizational structure with few transitional strategies results in a score of 2 in the category of Organization/Purpose.



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question. It is said that people who take a nap have improved mental performance. But taking one too late in the day could make it harder to sleep at night. Research by David F. Dinges suggests that “napping for as little as 24 minutes improved mental performance” (Source #3: Ask the Sleep Doctor) of many people. People who try this can remember things easier and will have enough strength to do other things. Even after a short period of rest, it can recharge the body just like it recharges like an iPad. People who get drowsy should reconsider and start thinking about trying a half hour nap.

If people are feeling tired during the day, they could start to either go to bed early or take a nap during the day. People need to start paying attention each day if they are going to bed late every night. The sleep loss switches the positions of the sleepiness area from nighttime to daytime. It is recommended that these people need to start naps everyday. Besides, it doesn't hurt to do it.

### 4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas.</li> <li>effective introduction and conclusion.</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.</li> <li>adequate introduction and conclusion.</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have minor drifts in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

# Grade 7 / Organization and Purpose

## SAMPLE H \* SCORE 1

### Explanatory Performance Task

#### Focus Standards

Grade 7: W.7.2 a, c, f; W.7.4; W.7.5



## STUDENT RESPONSE

### Is Sleep affecting you during the day

Sleep affects too many teens and adults every night. Just one way Mr. Anderson who is an english teacher at a High School is helping his students is he came up with the idea of having a "Power Napping Club".

A twelve year old student gets roughly eight hours of sleep nightly but according to source one he is supposed to be getting about "nine-ten hours of sleep a night". This twelve year old boy contacted Dr. Daniel Vessler, M.D. Dr. Vessler said that there are ways he could prevent his sleepiness like going to bed earlier, or when you don't sleep enough and have tons of homework set a times for twenty-twentyfive minutes and just take a nap and often you will feel better. Don't ever take a nap late in the day that is one of the worst things to do because then you might not be able to fall asleep at night.

Although taking naps might be a bit harder if you have an "unusual job schedule". Everyone has an "internal clock" its when it gets dark you're body knows its time to sleep but when its light out your body knows its time to get up and start the

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## RATIONALE AND EVIDENCE

This response has little discernible structure, and although it is certainly related to the topic, it lacks focus.

The first paragraph introduces two different ideas but does not have a unifying thesis statement or controlling idea; the reader does not know what to expect from the response. The topic of sleep is referenced, but no clear purpose is established. The second paragraph's topic sentence indicates that it will be about the correct amount of sleep that a student of a certain age should get. It continues in this vein for the first two sentences but then veers into the idea of taking a nap. Paragraph 3 starts off by explicitly mentioning naps and unusual job schedules. This paragraph stays fairly connected, with each sentence related to the topic. Paragraph 5 keeps a stronger focus than previous paragraphs on the topic of famous people and napping. The sentences in this paragraph utilize specific examples from the sources.

There are few transitional strategies utilized, and the use of "although" as a transition is ineffective, as it begins an incomplete sentence.

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day. When say a fireman has to-do a night shift their internal clock is all messed up, Fireman would have energy drinks or something to keep them from falling asleep at night. In the day their internal clock is still messed up because they will be sleeping during the daytime when you're body is saying get up, get up! The good thing is that whether night time or daytime naps "prime the brain to function at a higher level, allowing us to solve puzzles and to function at a higher level."

What we don't realize is that when we sleep its a refresher for your brain. When you sleep your brain is "opening new doors". More often than not the reason people don't get enough sleep is because of stress or you have a big project at work or school and they have a lot of thoughts racing through their mind or new ideas.

Some people are embarrassed to say they nap but famous people nap all the time such as Albert Einstein, Thomas Edison. Even Leonardo Da Vinci took naps , now if that doesn't convince you to let your body take a nap I don't know what will. Leonardo Da Vinci might not have gotten his idea to make the mona lisa smile slightly if he hadn't let his mind rest every once in a while . Thomas Edison might not have changed the world with his idea if he hadn't taken a nap or two.

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A conclusion is present and a clearer idea begins to emerge in the final few sentences, but it does not make up for the lack of focus in earlier paragraphs or for the ineffective first paragraph, which does not function as an introduction.

Overall, this response lacks cohesiveness and form. The best score for the response is a 1 for Organization/Purpose.



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In conclusion you shouldn't have to be ashamed to take naps  
its to help yourself you want to be the best version of yourself  
you can be everyday. Nobody want a mean grouchy friend they  
want you to be fully rested so you can go enjoy the day.



## 4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas.</li> <li>effective introduction and conclusion.</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.</li> <li>adequate introduction and conclusion.</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have minor drifts in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent, or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>