



## WY-TOPP Writing Exemplars

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# 5th Grade

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## Grade 5 ELA Writing - Informational

### BACKGROUND and PURPOSE

The WY-TOPP ELA test has a Writing portion for grades 3, 5, 7, and 9. Each writing test contains one or more passages that relate to a prompt. Students are required to read passages associated with a topic, and then write a response based on a prompt. This type of text-based response requires students to use evidence from the passages as support for their ideas. Students do not answer comprehension questions about the prompt.

The responses in this document were scored and annotated by Wyoming teachers who were trained as human scorers. As a basis for developing a common understanding of the scoring criteria, an annotation follows each response to explain the prominent characteristics of the response described in the rubric. Examples of student responses represent some of the various combinations of the score points across the scoring domains. These responses are not intended to provide a full spectrum of examples for every score point in every domain. On the WY-TOPP ELA test, student responses will be scored by an artificial intelligence (AI) engine that has been designed to predict human responses, based on the WY-TOPP Writing Rubrics. More information about the AI scoring engine is available [here](#).

For more information on the rubrics used to score writing responses on WY-TOPP, visit the WY-TOPP website under "[WY-TOPP Assessment Blueprints and Rubrics](#)."

### PROMPT

Write an essay explaining how John Woodruff and Wilma Rudolph worked hard to achieve their goals. Your essay must be based on the ideas, concepts, and information from the "Stopping for Olympic Gold" and "Fastest Woman in the World" passage set.

Plan carefully so that you can:

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- Use evidence from both texts.

To view the Grade 5 passage set, click for [passage 1](#) and [passage 2](#).

# ELA Writing Rubrics for WY-TOPP Summative Assessment - Grades 3-5 - Informative/Explanatory

<b>Grades 3–5</b>			
<b>Informative/Explanatory Writing Rubric</b>			
<b>(Score points within each domain include most of the characteristics below)</b>			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric begins at score point 2)</b>
<b>4</b>	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained controlling idea with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>• Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
<b>3</b>	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Maintained controlling idea, though some loosely related material may be present</li> <li>• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

*Continued on the following page*

## ELA Writing Rubrics for WY-TOPP Summative Assessment - Grades 3-5 - Informative/Explanatory

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
<b>2</b>	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Partially focused controlling idea, but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Inappropriate or ineffective domain-specific vocabulary</li> <li>• Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage, but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
<b>1</b>	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Confusing or ambiguous ideas</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Few or no transitional strategies</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>• Expression of ideas that is vague, lacks clarity, or is confusing</li> <li>• Limited or inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
<b>0</b>			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

**Both John Woodruff and Wilma Rudolph had to get through struggles, and work hard to be amazing athletes.**

**Wilma Rudolph lived in the 1940s, when segregation kept black and white people from being treated the same. Wilma Rudolph was African American and got sick a lot, but because of segregation only one doctor would care for her. Her mother had to help her through measles, mumps, chicken pox, scarlet fever, appendicitis, and double pneumonia. Her hardest challenge to face was polio, which crippled her left leg. Her family helped her through it though. They massaged and exercised it stronger. After several months the hospital gave Wilma a brace. She had it for the next six years. she started treatment at the age of six, and ended at the age of ten. She was nine when she took the brace off, but she used it off and on for the next three years. The brace was sent back when she was twelve. When she was sixteen she ran in her first Olympic race, she brought home a bronze medal . Four years later she won the gold medal in the 100-meter dash, the 200-meter dash, and the four-women relay team. Wilma reached her goals and kept strength through those hard times.**

**John Woodruff had a gift. He could run faster than anyone in town. In Highschool, John joined the football team. At the end of practice, the team ran laps. John's coaches noticed his potential, while the team was running. Yet, his mother said he had to quit the team so he could do his part in their home. He had to cut wood and bring in coal. John eventually quit school so he could so he could help his family through their money struggles. When John was looking for work though, no one was hiring so he went back to**

## Grade 5 ELA Writing - Informational

Student-1

Score Point 4/3/2

(page 2 of 3)

school. When he got back to school he was asked to join the track team. This time his mom said yes. John broke records in High-school. His family had no money to spare, so for John College was out of the picture. Yet, some local businessmen gave him a scholarship. He tried out for the Olympic track team and John out ran some of the best runners. When he made it to the Olympics he won easily in the 800-meter race. In the finals, John was blocked in by two runners. The only thing he could think to do was stop, so that's what he did. He went from last to gold medal. John had to work hard to do all of these amazing things.

## Grade 5 ELA Writing - Informational

Student-1 Annotation

Score Point 4/3/2

(page 3 of 3)

### 4 Purpose, Focus, and Organization

The response is fully sustained and consistently focused on showing how both Woodruff and Rudolph worked hard to achieve their goals. Evidence clearly shows the hardships both athletes overcame (*Wilma ... got sick a lot; because of segregation only one doctor would care for her; polio was her hardest challenge; [John] had to quit the teams so he could do his part in their home; John eventually had to quit school so he could help his family through their money struggles; His family had no money to spare, so for John College was out of the picture*). Organization is maintained using time/sequence transitions to show the sequence of events in both athletes' lives (*lived in the 1940s, when segregation; the next six years; When she was sixteen; Four years later; In Highschool, At the end of practice, eventually, When John was looking; In the finals*). Both paragraphs about the specific athlete have concluding statements summing up the main idea of the response.

### 3 Evidence and Elaboration

The response provides adequate support/evidence for the main idea. Evidence is provided through summaries of events leading up to the athletes' successes (*Her mother had to help her thought measles, mumps, chicken pox, scarlet fever, appendicitis, and double pneumonia. Her hardest challenge to face was polio, which crippled her left leg; John eventually quit school so he could so he could help his family though their money struggles*). Expression of ideas is adequate, paraphrasing text from the passages. No domain-specific language is used. Sentence structure and lengths are mixed using complex and compound sentences as well as simple sentences containing series. (*They massaged and exercised it stronger. After several months the hospital gave Wilma a brace. She had it for the next six years. she started treatment at the age of six, and ended at the age of ten. John had a gift. He could run faster than anyone in town. John's coaches noticed his potential, while the team was running*).

### 2 Conventions of Standard English

Some minor comma errors are present (*When he got back to school he was asked to join the track team. Sentence structure is sometimes difficult (When she was sixteen she ran in her first Olympic race, she brought home a bronze medal; The only thing he could think to do was stop, so that's what he did)*). The response demonstrates an adequate command of basic conventions.

In *Fastest Women in the World* and *Stopping for an Olympic Gold* I learned that Wilma and John when became athletes, when they were born, and what there life was like before and after becoming an athlete. In both of the articles they were both athlete stars, champions, and award winners. When they first got the love for being an athlete it was for different reasons. Then, Wilma and John were born different days and were different ages when winning medals. Finally, before Wilma's career of being a famous athlete she suffered from chickenpox, scarlet fever, mumps, measles, appendicitis, and double pneumonia. Although John didn't suffer from those illnesses he didn't grow up in a wealthy family in fact he actually grew up in a poor family. Those were only some of the main facts about Wilma and John from *Fastest Woman in the World* and *Stopping for an Olympic Gold*.

Both Wilma and John had lots of siblings, John was the 11th out of twelve children and Wilma was the 20th out of twenty two children. Also they both won gold medals and set or broke records. At first John said, "I never thought I had that much talent to win a gold medal" then he went off being an athlete and breaking records. Then Wilma said, "I think I started acquiring competitive spirit right then and there, a spirit that would make me successful in sports later on... I was going to beat these illnesses no matter what." and she finally fought her illnesses and did what she wanted to do. That is how they both became athletes.

Before Wilma's life of being a famous athlete she was not to wealthy and she suffered from many illnesses including chicken pox and scarlet fever. Wilma was still determined to beat the illnesses and become what she wanted to be. Before John life of being a famous athlete he lived in a poor family and didn't have much. Even though he didn't have much, in high school he joined the football team and the coached noticed he was a

## Grade 5 ELA Writing - Informational

Student-2

Score Point 4/3/2

(page 2 of 3)

very fast runner and they thought John had potential. After a while his mom made him quit the team because he didn't have enough time for house work. After Wilma fought the illnesses she won gold medals and started running more and won more gold medals. After John quit the team and he grew up that is when he started breaking records and getting gold medals.

Wilma and John did a lot in their life ever since they were born all the way up to when they became famous athletes. From *Fastest Woman in the World* and *Stopping for a Olympic Gold* Wilma and John both have similarities and differences. Although they might not have dealt with the same struggles they both became great athletes and fought through there problems to get where they are now. To them being a famous athlete wasn't just because they wanted to be famous it's because they loved running and being a athlete. That is what it was like for Wilma and John.

## Grade 5 ELA Writing - Informational

Student-2 Annotation

Score Point 4/3/2

(page 3 of 3)

### 4 Purpose, Focus, and Organization

The response focuses on the purpose and task. Using comparison and contrast the response explores how different Wilma Rudolph and John Woodruff were (*When they first got the love for being an athlete it was different reasons. Then, Wilma and John were born different days and were different ages when winning medals*) and how they both worked hard to achieve similar goals. The response includes transitions (*Finally; At first; Also, Then*) to clarify the relationships between and among the ideas. The response explains how the athletes' hardships were overcome and how different the hardships were (*Finally, before Wilma's career of being a famous athlete she suffered from chickenpox, scarlet fever, mumps, measles, appendicitis, and double pneumonia. Although John didn't suffer from those illnesses he didn't grow up in a wealthy family in fact he actually grew up in a poor family*). The response succeeds in explaining how the athletes overcame hardships and gained success.

### 3 Evidence and Elaboration

The response provides adequate support/evidence for the main idea and includes details from the texts. Hardships are enumerated (*she suffered from chickenpox, scarlet fever, mumps, measles, appendicitis, and double pneumonia; he didn't grow up wealthy; John was the 11<sup>th</sup> out of twelve children and Wilma was the 20<sup>th</sup>*) The response describes how each athlete won gold medals. Using a both precise and general language, the response is appropriate for audience and purpose. Sentence structure is primarily complex.

### 2 Conventions of Standard English

The response demonstrates adequate command of basic conventions. There are minor errors in usage. Some errors in punctuation, sentence formation, and spelling (*what there life; being a famous athlete she was not to wealthy and she suffered; Before John life of being a famous athlete; After John quit the team and he grew up that is when started breaking records*) can be identified.

## Grade 5 ELA Writing - Informational

Student-3

Score Point 3/3/2

(page 1 of 2)

John Woodruff never thought he could win a gold medal in the summer olympics. He grew up in a small town called Connellsville, where he joined the football team. Shortly after John's coach realized that he was faster than everyone else but soon John had to quit the team. It wasn't long before the coach asked him to join the track team John said yes. It didn't take long for John to break school, county, district, and state records while he was on the track team. After his senior year in high school John received a scholarship to the University of Pittsburgh and in his freshman year John tried out for the olympic team. After making the team, John sailed out to Germany for the summer olympics. With strength, ability, and determination John won the 1936 summer Olympics.

Wilma Rudolph was born June 23, 1940 with many illnesses but the hardest time of her life came when she got polio, a disease that damaged her left leg. Wilma had to get a brace she first took it off when she was nine and then went to church without it. When Wilma was twelve she finally took it off for good. After she saw kids playing basketball, she fell in love with it and she was determined to play it no matter what. She practiced hard until she finally joined the basketball team. Ed Temple saw Wilma play and he invited her to come to Tennessee to practice in track. In 1956 she ran her first Olympic race in Australia and won a bronze medal. About four years later she won three gold medals in the Olympics.

Both of these gold medalist worked hard to achieve their goals. They practiced and practiced and never gave up even when they felt they couldn't do it. They might of liked a different sport first but they stuck to track. They both had difficulties but never gave up and they kept on trying.

**3 Purpose, Focus, and Organization**

The response is generally focused on the success of both athletes and generally maintains the main idea through the progression of ideas. The response has a main idea and organizational structure. Some of the material is loosely related to the main idea (*It wasn't long before the coach asked him to join the track team John said yes. It didn't take long for John to break school, county, district, and state records while he was on the track team*). Transitional strategies are sometimes inaccurate (*Shortly after John's coach realized that he was faster than everyone else, but soon John quit the team. It wasn't long before the coach asked him to join the track team John said yes*). The introduction fails to state or imply the main idea of overcoming hardships. Woodruff's hardships are not mentioned while Rudolph's illnesses are described. The conclusion does state that both athletes had to work hard by practicing and practicing to achieve their goals.

**3 Evidence and Elaboration**

The response provides some support for the main idea by including details from the texts. The evidence is more specific about Rudolph than Woodruff. Details are support Rudolph's illnesses and need for a brace. Woodruff's poverty is left unmentioned. Rather than revealing hardships overcome, the response mostly tells what happens afterward. The ideas are expressed using a mix of precise and general language and is appropriate for the purpose and audience. Sentence structure varies.

**2 Conventions of Standard English**

The response demonstrates an adequate command of basic conventions. There are some failures in capitalization (*olympics*, commas omitted, but nothing that prevents comprehension).

## Grade 5 ELA Writing - Informational

Student-4

Score Point 3/3/2

(page 1 of 2)

John Woodruff and Wilma Rudolph worked hard to achieve their goals. They attempted the nearly impossible and sprinted to Olympic gold.

John had a gift: he ran faster than anyone in town. In his Olympic race in 1936, John got boxed in. He made an impressive move later described as “the most daring move seen on track” : he stopped. As the last other runner passed him, John moved to the outer edge and ran past the finish line in first place, winning gold.

Wilma, when born and growing, suffered through diseases, including measles, mumps, chicken pox, scarlet fever, appendicitis, double pneumonia, and, worst of all, polio. Her polio crippled her left leg, but not beyond repair. She was nine and a half years old when she first walked without a brace. She was twelve when she didn't need the brace anymore. Also when she was twelve, Wilma saw some kids playing basketball. She joined in, and that one moment helped change her life. In the fall, Wilma started seventh grade and joined the basketball team. A women's track coach at Tennessee State University saw Wilma play and invited her to spend her summers learning track. She accepted. At the 1960 Olympics, she won gold in the 100-meter and 200-meter dash. As a last leg in a four-women relay team, Wilma became the first American woman to win three gold medals at one Olympics

**3 Purpose, Focus, and Organization**

The response is adequately sustained and focused with the purpose, audience, and task. It has a controlling idea and evident organizational structure with a sense of completeness. The introduction mentions the need for both athletes to overcome hardships to achieve their goals. The attempted goals are *nearly impossible*, but both athletes *sprint to Olympic gold*. Transitional strategies include subordinate clauses (*As the last other runner passed him; As a last leg in a four-woman relay team*) as well as correct use of pronouns and phrases (*Her polio crippled her left leg, but not beyond repair*). The introduction is brief but effective; the conclusion at the ends of the paragraphs focusing on each of the athletes is adequate.

**3 Evidence and Elaboration**

Elaboration on Woodruff's hardships in achieving his goal is thin. Only one is described: *In his Olympic race in 1936, John got boxed in*. Rudolph's hardships are elaborated somewhat more fully (*suffered through diseases...and, worst of all, polio; She was nine and a half years old when she first walked without a brace*). Her winning three gold medals at one Olympics shows her success over some of her hardships. The response is succinct and precise with some elaboration and appropriate vocabulary. Sentence structure is varied and correct.

**2 Conventions of Standard English**

The response demonstrates adequate command of basic conventions. There are no patterns of usage errors. Punctuation, capitalization, sentence formation, and spelling are adequate.

## Grade 5 ELA Writing - Informational

Student-5

Score Point 2/2/2

(page 1 of 2)

John Woodruff and Wilma Rudolph were olympic gold medelest. Woodruff was on a football team and that is how he started his track careere. Rudolph was just a little girl but then grow up.

Wilma had a really bad illness that made her sick most of her life . She was the 20th of 22 children of the 1940s of segregation. Wilma went through measles,mumps,chicken pox,scarlet fever,appendicitis, and double pneumonia. She also almost had polio in her left leg. She worked her weak leg to stangthen it. Several months after she was fitted for a brace. She had the brace for the next half dozen years.She had taken off the brace when she was nine years old. She used the brace off and on. SHe finally learned how to walk without the brace.

John Woodruff was a African American athlete who won a gold medel in 1936 in the summer olympics. His family was poor. He was on the football team but his mother did not like itso he joined the track team. He was the eleventh of twelve childeren and he lived Connellsville,Pennsylvania. He was born in 1915. He ran faster than anyone in town and would not take long to prove it.

This is how these two athletes became olympic athletes today. And there story of it.

**2 Purpose, Focus, and Organization**

The response is partially focused on the main idea, but is insufficiently sustained. It includes some loosely related statements from the text which are not connected directly to the main idea (*Woodruff was on a football team and that is how he started his track careere; Rudolph was just a little girl but then grow up*). The progression of ideas which follow the introduction recount hardships that Rudolph experienced but fail to follow through to her success. Some of Woodruff's hardships are recounted without details of his success. Transitions are inconsistent making organization weak.

**2 Evidence and Elaboration**

The response provides uneven, cursory support for the main idea. Facts and details are weakly integrated and erratic. Elaboration is imprecise and the selection of details is simplistic (*Wilma had a really bad illness that made her sick most of her life; She also almost had polio in her left leg; He was on the football team but his mother did not like itso he joined the track team*). Sentence structure is adequate and includes complex sentences.

**2 Conventions of Standard English**

The response demonstrates an adequate command of basic conventions. There are some minor errors in usage (*Rudolph was just a little girl but then grow up*). Although there are errors (*olympic, medeles, careere, stangthen*), punctuation, capitalization, sentence formation and spelling are adequate.

## Grade 5 ELA Writing - Informational

Student-6

Score Point 2/1/2

(page 1 of 1)

In the passage Stopping for Olympic Gold, John Woodruff worked hard because in the middle of a race he had to stop completely, and then continue running and he still won the race. Also in the passage Fastest Woman in the World, Wilma Rudolph; when she was a child she couldn't walk and when she was twenty she won the track Olympics. That's why both John Woodruff and Wilma Rudolph had hard challenges.

Student-6 Annotation

Score Point 2/1/2

### 2 Purpose, Focus, and Organization

The response shows understanding of the task but lacks elaboration. The first sentence shows an understanding of purpose (*In the passage Stopping for Olympic Gold, John Woodruff worked hard because in the middle of a race had to stop completely, and then continue running and he still won the race*). The response continues in the second sentence with one of Rudolph's challenges (*she couldn't walk*) followed by her success (*when she was twenty she won the track Olympics*). The final sentence indicates a conclusion (*That's why both John Woodruff and Wilma Rudolph had hard challenges*). There is no progression of ideas. The introduction and conclusion are inadequate for the task.

### 1 Evidence and Elaboration

The response provides minimal support/evidence for the main idea.

### 2 Conventions of Standard English

The response demonstrates an adequate command of basic conventions. The response indicates a pattern of errors in sentence formation.

## Grade 5 ELA Writing - Informational

Student-7

Score Point 1/1/2

(page 1 of 1)

John Woodruff and Wilma Rudolph were Olympics gold medalest. John Woodruff and his Family was poor. At the end of every practice the team ran sprints and laps around the track. But his mom made him quit the team.Wilma had a bad illness when she was born.She found a black medical college in Nashville.John quit school for.

Student-7 Annotation

Score Point 1/1/2

### **1 Purpose, Focus, and Organization**

The response is related to the topic but demonstrates little awareness of the purpose, audience, and task. There is no discernible main idea or organizational structure. The response has few transitional strategies.

### **1 Evidence and Elaboration**

The response provides minimal support or evidence for a main idea. Source material is minimal; ideas, although related to the texts are insufficiently cohesive to support the task or main idea.

### **2 Conventions of Standard English**

The response demonstrates an adequate command of basic conventions and includes some errors in usage, punctuation, capitalization, and spelling.