

Reading Scoring Guide

[Expand All](#)[Collapse All](#)

Score of 4

-
- Demonstrates thorough comprehension of the source text.
 - Shows an understanding of the text’s central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.
 - Is free of errors of fact or interpretation with regard to the text.
 - Makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.
-

Score of 3

-
- Demonstrates effective comprehension of the source text.
 - Shows an understanding of the text’s central idea(s) and important details.
 - Is free of substantive errors of fact and interpretation with regard to the text.
 - Makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.
-

Score of 2

-
- Demonstrates some comprehension of the source text.
 - Shows an understanding of the text’s central idea(s) but not of important details.
 - May contain errors of fact and/or interpretation with regard to the text.
 - Makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.
-

Score of 1

-
- Demonstrates little or no comprehension of the source text.
 - Fails to show an understanding of the text’s central idea(s), and may include only details without reference to central idea(s).
 - May contain numerous errors of fact and/or interpretation with regard to the text.
-

- Makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.
-

Analysis Scoring Guide

[Expand All](#)[Collapse All](#)

Score of 4

- Offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.
 - Offers a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.
 - Contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.
 - Focuses consistently on those features of the text that are most relevant to addressing the task.
-

Score of 3

- Offers an effective analysis of the source text and demonstrates an understanding of the analytical task.
 - Competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.
 - Contains relevant and sufficient support for claim(s) or point(s) made.
 - Focuses primarily on those features of the text that are most relevant to addressing the task.
-

Score of 2

- Offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.
- Identifies and attempts to describe the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing, but merely asserts rather than explains their importance, or one or more aspects of the response’s analysis are unwarranted based on the text.
- Contains little or no support for claim(s) or point(s) made.

- May lack a clear focus on those features of the text that are most relevant to addressing the task.
-

Score of 1

- Offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.
 - Identifies without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s choosing.
 - Or numerous aspects of the response’s analysis are unwarranted based on the text.
 - Contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.
 - May not focus on features of the text that are relevant to addressing the task.
 - Or the response offers no discernible analysis (e.g., is largely or exclusively summary).
-

Writing Scoring Guide

[Expand All](#)[Collapse All](#)

Score of 4

- Is cohesive and demonstrates a highly effective use and command of language.
 - Includes a precise central claim.
 - Includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.
 - Has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.
 - Shows a strong command of the conventions of standard written English and is free or virtually free of errors.
-

Score of 3

- Is mostly cohesive and demonstrates effective use and control of language.
 - Includes a central claim or implicit controlling idea.
 - Includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.
-

- Has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.
 - Shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.
-

Score of 2

- Demonstrates little or no cohesion and limited skill in the use and control of language.
 - May lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.
 - May include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.
 - Has limited variety in sentence structures; sentence structures may be repetitive.
 - Demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.
 - Shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.
-

Score of 1

- Demonstrates little or no cohesion and inadequate skill in the use and control of language.
 - May lack a clear central claim or controlling idea.
 - Lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.
 - Lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.
 - Shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.
-