

| Score | Criteria | 25-21 (100-84) Responses at this Level: | 20-16.5 (80-66) Responses at this Level: | 16-12 (64-48) Responses at this Level: | 11-0 (44-0) Responses at this Level: |
|---------------------------------|---|---|---|---|--|
| | Content and Analysis: the extent to which the response conveys complex ideas in order to respond to the task and support an analysis of the text | <ul style="list-style-type: none"> -introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea | <ul style="list-style-type: none"> -introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea | <ul style="list-style-type: none"> -introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea | <ul style="list-style-type: none"> -introduce a confused or incomplete idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea |
| | Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis | <ul style="list-style-type: none"> -present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis | <ul style="list-style-type: none"> -present ideas sufficiently, making adequate use of relevant evidence to support analysis | <ul style="list-style-type: none"> -present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant | <ul style="list-style-type: none"> -present little or no evidence from the text |
| | Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language | <ul style="list-style-type: none"> -exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure | <ul style="list-style-type: none"> -exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure | <ul style="list-style-type: none"> -exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise | <ul style="list-style-type: none"> -exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable |
| | Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling | <ul style="list-style-type: none"> -demonstrate control of the conventions with infrequent errors | <ul style="list-style-type: none"> -demonstrate partial control of conventions with occasional errors that do not hinder comprehension | <ul style="list-style-type: none"> -demonstrate emerging control of conventions with some errors that hinder comprehension | <ul style="list-style-type: none"> -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable |
| Total Score: /100 | | | | | |