| Criteria | 100 Responses at this Level: | 80 Responses at this Level: | 60 Responses at this Level: | 40 Responses at this Level: |
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| **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** | -introduce a well-reasoned central idea and specific textual example that clearly establish the criteria for analysis<br><br>-demonstrate a thoughtful analysis of a specific textual example  to develop the central idea | -introduce a clear central idea and specific textual example that establish the criteria for analysis<br><br>-demonstrate an appropriate analysis of a specific textual example to develop the central idea | -introduce a central idea and/or specific textual example<br><br>-demonstrate a superficial analysis of a specific textual example to develop the central idea | -introduce a confused or incomplete idea or specific textual example<br><br>and/or<br><br>-demonstrate a minimal analysis of the a specific textual example to develop the central idea |
| **Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis** | -present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis | -present ideas sufficiently, making adequate use of relevant evidence to support analysis | -present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant | -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** | -exhibit logical organization of ideas and information to create a cohesive and coherent response<br><br>-establish and maintain a formal style, using precise language and sound structure | -exhibit acceptable organization of ideas and information to create a coherent response<br><br>-establish and maintain a formal style, using appropriate language and structure | -exhibit inconsistent organization of ideas and information, failing to create a coherent response<br><br>-lack a formal style, using language that is basic, inappropriate, or imprecise | -exhibit little organization of ideas and information<br><br>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or text<br><br>-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** | -demonstrate control of the conventions with infrequent errors | -demonstrate partial control of conventions with occasional errors that do not hinder comprehension | -demonstrate emerging control of conventions with some errors that hinder comprehension | -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult<br><br>-are minimal, making assessment of conventions unreliable |