

Essay Scoring Rubric--Read through the rubric and highlight the defining features of each measure/score point.

Score Point	Reading	Analysis	Writing
4	<p>Advanced: Demonstrates thorough comprehension of the source text.</p> <p>Shows an understanding of the text’s central idea(s) and of most important details and how they interrelate.</p> <p>Free of errors of fact or interpretation with regard to the text.</p> <p>Makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>Advanced: Offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>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.</p> <p>Contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>Focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>Advanced: Cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>Includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>Has a wide variety in sentence structures. Demonstrates a consistent use of precise word choice. Maintains a formal style and objective tone.</p> <p>Shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>
3	<p>Proficient: Demonstrates effective comprehension of the source text.</p> <p>Shows an understanding of the text’s central idea(s) and important details.</p> <p>Free of substantive errors of fact and interpretation with regard to the text.</p> <p>Makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>Proficient: Offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>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.</p> <p>Contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>Focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>Proficient: Mostly cohesive and demonstrates effective use and control of language.</p> <p>Includes a central claim or implicit controlling idea.</p> <p>Includes an effective introduction and conclusion. Demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>Has variety in sentence structures. Demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>Shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>

<p>2</p>	<p>Partial: Demonstrates some comprehension of the source text.</p> <p>Shows an understanding of the text's central idea(s) but not of important details.</p> <p>May contain errors of fact and/or interpretation with regard to the text.</p> <p>Makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p>Partial: Offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>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.</p> <p>Contains little or no support for claim(s) or point(s) made.</p> <p>Lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p>Partial: Demonstrates little or no cohesion and limited skill in the use and control of language.</p> <p>May lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>May include an ineffective introduction and/or conclusion. May demonstrate some progression of ideas within paragraphs but not throughout the response.</p> <p>Limited variety in sentence structures; sentence structures may be repetitive.</p> <p>Demonstrates general or vague word choice; word choice may be repetitive. Deviate noticeably from a formal style and objective tone.</p> <p>Limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.</p>
<p>1</p>	<p>Inadequate: Demonstrates little or no comprehension of the source text.</p> <p>Fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s).</p> <p>May contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>Makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p>Inadequate: Offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>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,</p> <p>Or numerous aspects of the response's analysis are unwarranted based on the text,</p> <p>Contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>May not focus on features of the text that are relevant to addressing the task.</p> <p>Offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p>Inadequate: Demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>May lack a clear central claim or controlling idea.</p> <p>Lacks a recognizable introduction and conclusion. Does not have a discernible progression of ideas.</p> <p>Lacks variety in sentence structures; sentence structures may be repetitive. Demonstrates general and vague word choice; word choice may be poor or inaccurate. May lack a formal style and objective tone.</p> <p>Shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>

*From www.collegeboard.com

For our class purposes: 12=100 11=95 10=90 9=85 8=80 7=75 6=70 5=65 4=60 3=55