<table>
<thead>
<tr>
<th>Score</th>
<th>Demonstrates effective analysis of text and skillful writing</th>
<th>Demonstrates adequate analysis of text and appropriate writing</th>
<th>Demonstrates limited analysis of text and inconsistent writing</th>
<th>Demonstrates minimal analysis of text and inadequate writing</th>
<th>Student received the score of 0 due to one of the following</th>
</tr>
</thead>
</table>
| 4     | - Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)  
       - Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion  
       - Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas  
       - Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts  
       - Substantial reference to the main ideas and relevant key details of the text(s)  
       - Skillful use of transitions to link ideas within categories of textual and supporting information  
       - Effective use of precise language and domain-specific vocabulary drawn from the text(s)  
       - Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning | - Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)  
       - Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion  
       - Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas  
       - Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts  
       - Sufficient reference to the main ideas and relevant key details of the text(s)  
       - Appropriate use of transitions to link ideas within categories of textual and supporting information  
       - Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)  
       - Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning | - Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)  
       - Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion  
       - Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas  
       - Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts  
       - Limited reference to the main ideas and relevant details of the text(s)  
       - Limited use of transitions to link ideas within categories of textual and supporting information  
       - Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)  
       - Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning | - Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)  
       - Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion  
       - Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas  
       - Insufficient reference to the text(s) using few details, examples, quotes, and/or facts  
       - Minimal reference to the main ideas and relevant details of the text(s)  
       - Few, if any, transitions to link ideas  
       - Little or no use of precise language or domain-specific vocabulary drawn from the text(s)  
       - Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning | - Completely blank response  
       - Response indicates a refusal to attempt the task  
       - Response is illegible.  
       - Response is too insufficient to be assessed  
       - Written entirely in a language other than English  
       - No reference to the item or passage provided, but does not seem to constitute an intentional refusal  
       - Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing |