

SAT ESSAY SCORING

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENT. FLUENCY

CONVENTIONS

READING

ANALYSIS

WRITING

4

ADVANCED

- 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.

- 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.

- 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.

3

PROFICIENT

- 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.

- 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.

- 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.

2

PARTIAL

- 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.

- 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.

- 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.

1

INADEQUATE

- 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.

- 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).

- 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.