

	READING	ANALYSIS	WRITING
ADVANCED	<ul style="list-style-type: none"> demonstrates thorough comprehension of the text. shows an understanding of the text's central idea/s and of most important details and how they connect. is free of errors of fact or interpretation of the text. makes skillful use of textual evidence (quotations, paraphrases, or both) to show a complete understanding of the text. 4	<ul style="list-style-type: none"> offers an insightful analysis of the 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 features of the student's own choosing. contains relevant, sufficient, and strategically chosen support for claims or points made. focuses consistently on those features of the text that are most relevant to addressing the task. 4	<ul style="list-style-type: none"> is cohesive and demonstrates a highly effective 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. 4
PROFICIENT	<ul style="list-style-type: none"> demonstrates effective comprehension of the text. shows an understanding of the text's central idea/s and important details. is free of substantive errors of fact and interpretation of text. makes appropriate use of textual evidence (quotations, paraphrases, or both) to show an understanding of the source text. 3	<ul style="list-style-type: none"> 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 features of the student's own choosing. contains relevant and sufficient support for claims or points made. focuses primarily on those features of the text that are most relevant to addressing the task. 3	<ul style="list-style-type: none"> 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. 3
PARTIAL	<ul style="list-style-type: none"> demonstrates some comprehension of the text. shows an understanding of the text's central idea/s but not of important details. may contain errors of fact and/or interpretation of the text. makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), showing only some understanding of the text. 2	<ul style="list-style-type: none"> 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 features 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 claims or points made. may lack a clear focus on those features of the text that are most relevant to addressing the task. 2	<ul style="list-style-type: none"> 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. The response 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. 2
INADEQUATE	<ul style="list-style-type: none"> demonstrates little or no comprehension of the 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 of the text. makes little or no use of textual evidence (quotations, paraphrases, or both), showing little or no understanding of the text. 1	<ul style="list-style-type: none"> offers 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 features 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 claims or points made, or support is largely irrelevant. may not focus on features of the text that are relevant to addressing the task. offers no discernible analysis (e.g., is largely or exclusively summary). 1	<ul style="list-style-type: none"> 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. 1

S.A.T. Essay Rubric

On an actual S.A.T. essay, students receive three separate scores, one each for Reading, Analysis, and Writing. A score, for example, might be 4-3-3, which would show Advanced Reading, Proficient Analysis, and Proficient Writing. Two readers evaluate each essay and their scores are added together, creating the final score which is reported as a number between 2-8 for each of the three categories.

This paper's score is: