

*A response that is A personal response and makes little or no reference to the task or text can be scored no higher than a 1.

*A response that is totally copied from the text with no original writing must be given a 0.

*A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. (W.9-10.2, W.9-10.9, R.9-10.2, R.9-10.5)</p>	<p>Introduce a well-reasoned claim regarding the development of a central idea.</p> <p>Demonstrate a thoughtful analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a clear and focused claim regarding the development of a central idea.</p> <p>Demonstrate an appropriate analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate an appropriate analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a claim regarding the development of a central idea.</p> <p>Demonstrate a superficial and/or mostly literal analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a superficial and/or mostly literal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a confused or incomplete claim. and/or</p> <p>Demonstrate a minimal analysis of the author’s use of details to shape and refine the central idea</p> <p>and/or</p> <p>Demonstrate a minimal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>
<p>Command of Evidence: The extent to which the response presents evidence from the provided text to support analysis. (W.9-10.2.a, W.9-10.9)</p>	<p>Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.</p>	<p>Present ideas sufficiently, making adequate use of relevant evidence to support analysis.</p>	<p>Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.</p>	<p>Present little or no evidence from the text.</p>
<p>Coherence, Organization, and Style: The extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language. (W.9-10.2.b, e; W.9-10.9)</p>	<p>Exhibit logical organization of ideas and information to create a cohesive and coherent response.</p> <p>Establish and maintain a formal style, using precise language and sound structure.</p>	<p>Exhibit acceptable organization of ideas and information to create a coherent response.</p> <p>Establish and maintain a formal style, using appropriate language and structure.</p>	<p>Exhibit inconsistent organization of ideas and information, failing to create a coherent response.</p> <p>Lack a formal style, using language that is basic, inappropriate, or imprecise.</p>	<p>Exhibit little organization of ideas and information.</p> <p>Use language that is predominantly incoherent, inappropriate, or copied directly from the task or text.</p> <p>Are minimal, making assessment unreliable.</p>
<p>Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (L.9-10.1, L.9-10.2)</p>	<p>Demonstrate control of the conventions with infrequent errors.</p>	<p>Demonstrate partial control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate emerging control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate a lack of control of conventions with frequent errors that make comprehension difficult.</p> <p>Are minimal, making assessment of conventions unreliable.</p>