



TEXT DEPENDENT ANALYSIS SCORING GUIDELINES

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Substantial and direct reference to the main ideas and relevant details of the text(s) using an effective combination of details, examples, quotes, and/or facts Strong organizational structure and focus on the task with logically grouped ideas, including an effective introduction, development, and conclusion 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 	<ul style="list-style-type: none"> Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Sufficient and direct reference to the main ideas and relevant details of the text(s) using an appropriate combination of details, examples, quotes, and/or facts Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion 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 	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) 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 main ideas and relevant details of the text(s) using some details, examples, quotes, and/or facts Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion 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 	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas Minimal reference to the main ideas and relevant details of the text(s) using few details, examples, quotes, and/or facts 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 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