

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension and Written Expression</b>	<ul style="list-style-type: none"> <li>- The student response demonstrates <b>full</b> comprehension of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis;</li> <li>- addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>- uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>- is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>- establishes and maintains an <b>effective</b> style.</li> </ul>	<ul style="list-style-type: none"> <li>- The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>- addresses the prompt and provides <b>mostly effective</b> development of claim or topic that is <b>mostly appropriate</b> to task, purpose, and audience;</li> <li>- uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>- is organized with <b>mostly clear and coherent</b> writing;</li> <li>- establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<ul style="list-style-type: none"> <li>- The student response demonstrates <b>basic</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>- addresses the prompt and provides <b>some</b> development of claim or topic that is <b>somewhat appropriate</b> to task, purpose, and audience;</li> <li>- uses <b>some</b> reasoning and text-based evidence in the development of the claim or topic;</li> <li>- demonstrates <b>some</b> organization with <b>somewhat</b> coherent writing;</li> <li>- has a style that is <b>somewhat</b> effective.</li> </ul>	<ul style="list-style-type: none"> <li>- The student response demonstrates <b>limited</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>minimally</b> accurate analysis;</li> <li>- addresses the prompt and provides <b>minimal</b> development of claim or topic that is <b>limited in its appropriateness</b> to task, purpose, and audience</li> <li>- uses <b>limited</b> reasoning and text-based evidence;</li> <li>- demonstrates <b>limited</b> organization and coherence;</li> <li>- has a style that is <b>minimally</b> effective.</li> </ul>	<ul style="list-style-type: none"> <li>-The student response demonstrates <b>no</b> comprehension of ideas by providing an <b>inaccurate</b> or <b>no</b> analysis;</li> <li>- is <b>undeveloped and/or inappropriate</b> to task, purpose, and audience;</li> <li>- includes little to no text-based evidence <b>lacks</b> organization and coherence;</li> <li>- has an <b>inappropriate</b> style.</li> </ul>
<b>Knowledge of Language and Conventions</b>	The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in		The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage	The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics,	The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate

	mechanics, grammar, and usage, but <b>meaning is clear.</b>	that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear.</b>	grammar, and usage that <b>often impede understanding.</b>	level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding.</b>
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