<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
</table>
| **Reading Comprehension and Written Expression** | The student response must demonstrate a **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis;  
• addresses the prompt and provides mostly effective development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience;  
• uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic;  
• is organized with mostly clear and coherent writing;  
• establishes and maintains a mostly effective style. | The student response must demonstrate a **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis;  
• addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience;  
• uses some reasoning and text-based evidence in the development of the claim or topic;  
• demonstrates some organization with somewhat coherent writing;  
• has a style that is somewhat effective. | The student response must demonstrate a **minimal comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis;  
• addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience;  
• uses limited reasoning and text-based evidence;  
• demonstrates limited organization and coherence;  
• has a style that is minimally effective. | The student response must demonstrate a **no comprehension** of ideas by providing an **inaccurate or no** analysis;  
• is undeveloped and/or inappropriate to the task, purpose, and audience;  
• includes little to no text-based evidence;  
• lacks organization and coherence;  
• has an inappropriate style. |
| **Knowledge of Language and Conventions** | The student response must demonstrate a **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but meaning is clear. | The student response must demonstrate a **some command** of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. | The student response must demonstrate a **limited command** of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding. | The student response must demonstrate a **no command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage impede understanding. |