

## Revision Assistant Traits, Grades 9-12 Analysis

## SAT Essay Scoring Guide Reading, Analysis, and Writing



Advanced

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Analysis and Evidence

Reading

The essay cites the most **appropriate and valid evidence** to **support its claim** and fully explains how the evidence cited **leads to the message** and/or **purpose of the text(s)**. The essay **demonstrates insightful reasoning and full understanding** of the strategies of the text(s).

- Demonstrates **thorough comprehension of the source text**.
- Shows an **understanding of the text's central idea(s)** and of most important details and how they interrelate, **demonstrating a comprehensive understanding of the text**.
- Is free of errors of fact or interpretation with regard to the text.
- Makes **skillful use of textual evidence** (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.



Claim and Focus

Analysis

The essay makes a **clear claim** about the **purpose**, effectiveness, or message of the text(s) based on the **strategies, techniques, or devices of the text(s)**, using the **whole essay to develop the claim** and **thoroughly address** the demands of the prompt.

- Offers an **insightful analysis of the source 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 feature(s) of the student's own choosing.
- Contains relevant, sufficient, and **strategically chosen support for claim(s)** or point(s) made.
- **Focuses consistently** on those features of the text that are most relevant to addressing the task.



Organization

Writing

The essay incorporates **effective transitions** and **an organizational structure** that **enhances the analysis**. The essay includes an **effective introductory paragraph** and a **concluding paragraph**.

- Is cohesive and demonstrates a highly effective use and 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**.



Language and Style

The essay has an **established, formal style and objective tone** that is **maintained** throughout. The essay uses mostly correct, **varied sentence structure** and uses **precise language** and **domain-specific vocabulary** in a way that addresses the complexity of the topic. **Few errors are present**, and they do not interfere with meaning.

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### Proficient

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#### Analysis and Evidence

#### Reading

The essay **cites appropriate evidence to support its claim** and follows up evidence with **explanations** of how it works to achieve the author's message. Summary, if present, is **balanced with analysis**. The essay demonstrates some reasoning and a **basic understanding** of the **text's or texts' strategies**.

- Demonstrates **effective comprehension of the source text**.
- Shows an **understanding of the text's central idea(s)** and important details.
- Is free of substantive errors of fact and interpretation with regard to the text.
- Makes **appropriate use of textual evidence** (quotations, paraphrases, or both), **demonstrating an understanding of the source text**.



#### Claim and Focus

#### Analysis

The essay makes a **clear claim** about the **purpose, effectiveness, or message of the text(s)**. The essay **maintains a focus** on the text(s), but **may stray at times** from developing the claim. If more than one text is being analyzed, the essay demonstrates a good balance between or among the texts and **addresses the demands of the prompt**.

- 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 feature(s) of the student's own choosing.
- Contains **relevant and sufficient support for claim(s)** or point(s) made.
- **Focuses primarily** on those features of the text that are **most relevant to addressing the task**.



#### Organization

#### Writing

The essay's **transitions** and **structure** make the essay clear and easy to follow. The essay includes an **introductory paragraph** or statement, as well as a **concluding paragraph** or statement.

- 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**.



#### Language and Style

The essay has an established, **formal style** that is **maintained throughout**. The writing uses mostly correct, **varied sentence structure** and **generally uses precise language** and **domain-specific vocabulary** in a way that **generally addresses** the complexity of the topic. The essay **may have some errors**, but they **do not interfere with meaning**.


## Revision Assistant Traits, Grades 9-12 Analysis

## SAT Essay Scoring Guide Reading, Analysis, and Writing



### Developing

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#### Analysis and Evidence

#### Reading

The essay relies too heavily on summary and offers only **vague analysis** to support its claim and **evidence is not followed up with analysis**. The essay demonstrates **very little reasoning**, and **instead includes assertions** about the text's or texts' strategies.

- Demonstrates **some comprehension of the source text**.
- Shows an understanding of the text's central idea(s) but not of important details.
- May contain errors of fact and/or interpretation with regard to the text.
- **Makes limited and/or haphazard use of textual evidence** (quotations, paraphrases, or both), demonstrating some understanding of the source text.




#### Claim and Focus

#### Analysis

The essay **makes a claim** about the text(s), but **may not connect** the claim **to the strategies, techniques, or devices** of the text(s). The essay **may maintain focus** on the text(s), **but not the analysis (or vice versa)**. If more than one text is being analyzed, the writer may neglect one or more and **may not address the demands of the prompt**.

- 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 feature(s) 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 claim(s)** or point(s) made.
- May **lack a clear focus on those features** of the text **that are most relevant** to addressing the task.




#### Organization

#### Writing

The essay's **transitions** and **structure may interfere with a full understanding** of the writer's claim. The essay includes an **attempt** at an **introduction**/introductory statement and/or **conclusion**/concluding statement.

- 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.
- 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**.







#### Language and Style

The essay **attempts to establish a formal style** that may not be maintained throughout. The essay **attempts to vary sentence structure** and uses **some precise language** that **may be domain-specific**, but may address the complexity of the topic **inconsistently**. The essay contains **some errors** that may, at times, **interfere with meaning**.

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## SAT Essay Scoring Guide Reading, Analysis, and Writing

Emerging		1
 <b>Analysis and Evidence</b>	<p>The essay <b>does not use evidence from the text(s) for the purpose of analysis</b>. The essay may incorporate <b>summary without analysis, neglecting to focus</b> on the features of the text(s).</p>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Demonstrates <b>little or no comprehension of the source text</b>.</li> <li>• Fails to show an understanding of the text's central idea(s), and <b>may include only details without reference to central idea(s)</b>.</li> <li>• May contain numerous errors of fact and/or interpretation with regard to the text.</li> <li>• <b>Makes little or no use of textual evidence</b> (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</li> </ul>
 <b>Claim and Focus</b>	<p>The essay <b>does not have a claim</b> about the text or about the <b>strategies, techniques, or devices</b> of the text(s), but may instead <b>offer overly general facts</b> as a claim. The essay <b>does not develop a claim</b> throughout the essay and <b>does not address the demands of the prompt</b>.</p>	<b>Analysis</b> <ul style="list-style-type: none"> <li>• Offers <b>little or no analysis or ineffective analysis of the source text</b> and demonstrates little or no understanding of the analytic task.</li> <li>• <b>Identifies without explanation</b> some aspects of the <b>author's use of evidence, reasoning, and/or stylistic and persuasive elements</b>, and/or feature(s) of the student's choosing. Or numerous aspects of the response's analysis are unwarranted based on the text.</li> <li>• <b>Contains little or no support for claim(s)</b> or point(s) made, or support is largely irrelevant.</li> <li>• <b>May not focus on features of the text</b> that are relevant to addressing the task.</li> <li>• Or the response <b>offers no discernible analysis</b> (e.g., is <b>largely or exclusively summary</b>).</li> </ul>
 <b>Organization</b>	<p>The <b>lack of transitions and structure</b> make the essay <b>hard to follow</b>. The essay is <b>missing an introduction or conclusion</b> of any kind.</p>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Demonstrates little or no cohesion and inadequate skill in the use and control of language.</li> <li>• May <b>lack a clear central claim or controlling idea</b>.</li> <li>• <b>Lacks a recognizable introduction and conclusion</b>. The response <b>does not have a discernible progression of ideas</b>.</li> <li>• <b>Lacks variety in sentence structures</b>; sentence structures may be repetitive. The response demonstrates <b>general and vague word choice</b>; word choice may be poor or inaccurate. The response <b>may lack a formal style</b> and objective tone.</li> <li>• Shows a weak control of the conventions of standard written English and may contain <b>numerous errors that undermine the quality of writing</b>.</li> </ul>
 <b>Language and Style</b>	<p>The essay <b>does not establish and/or maintain a formal style</b>. The essays uses <b>little variety in sentence structure</b>, and the <b>language is general</b> and not domain-specific. The essay <b>contains errors that interfere with meaning</b>.</p>	