

SAT Essay Scoring Rubric

Score Point	Reading	Analysis	Writing
4	<ul style="list-style-type: none"> • Advanced: The response demonstrates thorough comprehension of the source text. • The response 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. • The response is free of errors of fact or interpretation with regard to the text. • The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text. 	<ul style="list-style-type: none"> • Advanced: The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task. • The response 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. • The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made. • The response focuses consistently on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> • Advanced: The response is cohesive and demonstrates a highly effective use and command of language. • The response includes a precise central claim. • The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay. • The response 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. • The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.
3	<ul style="list-style-type: none"> • Proficient: The response demonstrates effective comprehension of the source text. • The response shows an understanding of the text’s central idea(s) and important details. • The response is free of substantive errors of fact and interpretation with regard to the text. • The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text. 	<ul style="list-style-type: none"> • Proficient: The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task. • The response 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. • The response contains relevant and sufficient support for claim(s) or point(s) made. • The response focuses primarily on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> • Proficient: The response is mostly cohesive and demonstrates effective use and control of language. • The response includes a central claim or implicit controlling idea. • The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay. • The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone. • The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.
2	<ul style="list-style-type: none"> • Partial: The response demonstrates some comprehension of the source text. • The response shows an understanding of the text’s central idea(s) but not of important details. • The response may contain errors of fact and/or interpretation with regard to the text. • The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text. 	<ul style="list-style-type: none"> • Partial: The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task. • The response 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. • The response contains little or no support for claim(s) or point(s) made. • The response may lack a clear focus on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> • Partial: The response demonstrates little or no cohesion and limited skill in the use and control of language. • The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response. • 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. • The response has limited variety in sentence structures; sentence structures may be repetitive. • The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone. • The response 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.
1	<ul style="list-style-type: none"> • Inadequate: The response demonstrates little or no comprehension of the source text. • The response fails to show an understanding of the text’s central idea(s), and may include only details without reference to central idea(s). • The response may contain numerous errors of fact and/or interpretation with regard to the text. • The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text. 	<ul style="list-style-type: none"> • Inadequate: The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task. • The response identifies without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s choosing, • Or numerous aspects of the response’s analysis are unwarranted based on the text, • The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant. • The response may not focus on features of the text that are relevant to addressing the task. 	<ul style="list-style-type: none"> • Inadequate: The response demonstrates little or no cohesion and inadequate skill in the use and control of language. • The response may lack a clear central claim or controlling idea. • The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas. • The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone. • The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.

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		<ul style="list-style-type: none">• Or the response offers no discernible analysis (e.g., is largely or exclusively summary).	