SCORE – 0 (Insufficient Response)
These responses have one of the following problems:
- The idea is not an answer to the question asked.
- The idea is incorrect because it is not based on the text.
- The idea is too general, vague, or unclear to determine whether it is reasonable.
- No idea is present.
- Sometimes the response contains only text evidence.
- At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.

SCORE – 1 (Limited Response)
These responses have one of the following characteristics:
- The idea is reasonable, but the response contains no text evidence.
- The idea is reasonable, but the text evidence is flawed and does not adequately support the idea.
- Text evidence is considered inadequate when it is:
  - only a general reference to the text,
  - too partial to support the idea,
  - weakly linked to the idea, or
  - used inappropriately because it wrongly manipulates the meaning of the text.
- The idea needs more explanation or specificity even though it is supported with text evidence.
- The idea represents only a literal reading of the text, with or without text evidence.

SCORE – 2 (Proficient Response)
These responses have the following characteristics:
- The idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the text and draw valid conclusions.
- The text evidence used to support the idea is accurate and relevant.
- The idea and text evidence used to support it are clearly linked.
- The combination of the idea and the text evidence demonstrates a good understanding of the text.

SCORE – 3 (Exemplary Response)
These responses have the following characteristics:
- The idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across the text.
- The text evidence used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- The combination of the idea and the text evidence demonstrates a deep understanding of the text.

Feedback for Improvement

Answer:
- answer needs to clearly address the question asked
- answer “echoes” the text
- answer is too literal and/or lacks depth of thought
- answer is incorrect based on the text
- there is no actual answer to the question asked

Text Evidence/Support:
- text evidence is not in quotation marks
- text evidence is weakly connected to the answer
- text evidence is incomplete as it only partially supports the answer
- the meaning of the text evidence is manipulated or changed from the original context in order to fit the answer
- irrelevant text evidence is used
- there is stronger/more relevant text evidence to support the answer than what was used
- text evidence should be embedded within the analysis/it cannot stand alone as a complete sentence
- text evidence from both selections must be used for a connecting SAR

Analysis/Commentary:
- words need to be carefully chosen to demonstrate a deeper understanding of the text
- analysis cannot repeat or “echo” the text or the answer given
- analysis is superficial and doesn’t demonstrate a proficient understanding of the question or the text