

Name _____

ELA Text-Dependent Analysis Scoring Guideline

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Effectively addresses all parts of the task demonstrating in-depth understanding of the text(s).	Adequately addresses all parts of the task demonstrating sufficient understanding of the text(s).	Inconsistently addresses some parts of the task demonstrating partial understanding of the text(s).	Minimally addresses part of the task demonstrating inadequate understanding of the text(s).
Effective introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s).	Clear introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s).	Weak introduction, development, and/or conclusion identifying an opinion, topic or controlling idea somewhat related to the text(s).	Minimal evidence of an introduction, development, and/or conclusion.
Strong organizational structure that effectively supports the focus and ideas.	Appropriate organizational structure that adequately supports the focus and ideas.	Weak organizational structure that inconsistently supports the focus and ideas.	Minimal evidence of an organizational structure.
Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences.	Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas and inferences.	Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat support claims, opinions, ideas and inferences.	Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas and inferences.
Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions.	Sufficient, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions.	Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions.	Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions.
Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose.	Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose.	Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose.	Minimal reference to the main idea(s) and/or relevant details of the text(s).
Skillful use of transitions to link ideas.	Appropriate use of transitions to link ideas.	Inconsistent use of transitions to link ideas.	Few, if any, transitions to link ideas.
Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events.	Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events.	Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events.	Little or no use of precise language and domain-specific vocabulary drawn from the text(s).
Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning.	Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning.	Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning.	Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning.