

ETS's Essay Rubric

	Score of 4: Advanced	Score of 3: Proficient	Score of 2: Partial	Score of 1: Inadequate
Reading	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates little or no comprehension of the source text. • Fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s). • May contain numerous errors of fact and/or interpretation with regard to the text. • Makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.
Analysis	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task. • 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. • Numerous aspects of the response's analysis are unwarranted based on the text. • Contains little or no support for claim(s) or point(s) made, or support is largely irrelevant. • May not focus on features of the text that are relevant to addressing the task or the response offers no discernible analysis (e.g., is largely or exclusively summary).

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Writing	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Demonstrates little or no cohesion and inadequate skill in the use and control of language. • May lack a clear central claim or controlling idea. • Lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas. • 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. • 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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