# SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8)

| 4 – Demonstrates effective analysis of text and skillful writing | 3 – Demonstrates adequate analysis of text and appropriate writing | 2 – Demonstrates limited analysis of text and inconsistent writing | 1 – Demonstrates minimal analysis of text and inadequate writing |
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| • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)<br>• Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion<br>• Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas<br>• Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts<br>• Substantial reference to the main ideas and relevant key details of the text(s)<br>• Skillful use of transitions to link ideas within categories of textual and supporting information<br>• Effective use of precise language and domain-specific vocabulary drawn from the text(s)<br>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning | • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)<br>• Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion<br>• Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas<br>• Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts<br>• Sufficient reference to the main ideas and relevant key details of the text(s)<br>• Appropriate use of transitions to link ideas within categories of textual and supporting information<br>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)<br>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning | • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)<br>• Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion<br>• Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas<br>• Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts<br>• Limited reference to the main ideas and relevant details of the text(s)<br>• Limited use of transitions to link ideas within categories of textual and supporting information<br>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)<br>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning | • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)<br>• Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion<br>• Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas<br>• Insufficient reference to the text(s) using few details, examples, quotes, and/or facts<br>• Minimal reference to the main ideas and relevant details of the text(s)<br>• Few, if any, transitions to link ideas<br>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)<br>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning |

**Nonscore Codes**

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| B = Blank | UR = Unreadable | IS = Insufficient |
| R = Refusal | OL = Other Language | OT = Off Topic |
| C = Copied | | |