4 The response—
- demonstrates a thoughtful, comprehensive grasp of the text.
- accurately and coherently provides specific textual details and examples to support the thesis and main ideas.
- clearly states and analyzes the author’s use of literary and/or stylistic devices.
- provides a variety of sentence types and uses precise, descriptive language.
- contains few, if any, errors in the conventions* of the English language. (Errors are generally first-draft in nature.)

3 The response—
- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides general textual details and examples to support the thesis and main ideas.
- analyzes the author’s use of literary and/or stylistic devices.
- provides a variety of sentence types and uses some descriptive language.
- may contain some errors in the conventions* of the English language. (Errors do not interfere with the reader’s understanding of the essay.)

2 The response—
- demonstrates a limited grasp of the text.
- provides few, if any, textual details and examples to support the thesis and main ideas.
- may demonstrate awareness of the author’s use of literary and/or stylistic devices.
- provides few, if any, types of sentences and uses basic, predictable language.
- may contain several errors in the conventions* of the English language. (Errors may interfere with the reader’s understanding of the essay.)

1 The response—
- demonstrates minimal grasp of the text.
- may provide no textual details and examples to support the thesis and main ideas.
- does not demonstrate awareness of the author’s use of literary and/or stylistic devices.
- may provide no sentence variety and uses limited vocabulary.
- may contain serious errors in the conventions* of the English language. (Errors interfere with the reader’s understanding of the essay.)

non-scorable: The code “NS” will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage. This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.