

## Scoring Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	<p><b>The "4" response reflects a thorough understanding of written performance.</b></p> <ul style="list-style-type: none"> <li>• The composition fully addresses the topic and uses appropriate language and style.</li> <li>• The thesis statement is clearly expressed and effectively maintained.</li> <li>• Development is specific, ably reasoned, and relevant.</li> <li>• Organization enhances meaning; there is a logical sequencing of ideas from sentence to sentence and from paragraph to paragraph.</li> <li>• Word choice is precise; sentence structure is correct, effective, and varied.</li> <li>• The composition includes very few errors in grammar, spelling, capitalization, or punctuation.</li> </ul>
3	<p><b>The "3" response reflects a general understanding of written performance.</b></p> <ul style="list-style-type: none"> <li>• The composition addresses the topic and uses generally appropriate language and style.</li> <li>• The thesis statement is expressed and generally maintained.</li> <li>• Development is general, but mostly reasoned and relevant.</li> <li>• Organization conveys meaning; most sentences and paragraphs are logically sequenced.</li> <li>• Minor errors in word choice and sentence structure occur, but they do not impede meaning. Sentence structure shows some variety.</li> <li>• Minor errors in grammar, spelling, capitalization, and punctuation may occur, but they do not impede meaning.</li> </ul>
2	<p><b>The "2" response reflects a limited understanding of written performance.</b></p> <ul style="list-style-type: none"> <li>• The composition partially addresses the topic and may use inappropriate language and style.</li> <li>• The thesis statement is expressed but may be only partially maintained.</li> <li>• Development is incomplete, partially reasoned, redundant, and/or somewhat irrelevant.</li> <li>• Weaknesses in organization may interfere with meaning; sentences and paragraphs may lack logical sequencing.</li> <li>• Noticeable and distracting errors in word choice and sentence structure may impede meaning. Sentence structure is mostly simple and unvaried.</li> <li>• Many errors in grammar, spelling, capitalization, and punctuation occur and may impede meaning.</li> </ul>
1	<p><b>The "1" response reflects little understanding of written performance.</b></p> <ul style="list-style-type: none"> <li>• The composition addresses little of the topic and uses inappropriate language and style.</li> <li>• A thesis statement may be expressed but is not maintained.</li> <li>• Development, if present, is deficient, irrelevant, and/or confusing.</li> <li>• Meaning is largely obscured by a lack of organizational structure; sentences and paragraphs demonstrate little or no logical sequencing.</li> <li>• Errors in word choice and sentence structure may be so numerous and serious that they impede meaning.</li> <li>• Numerous errors in grammar, spelling, capitalization, and punctuation often impede meaning.</li> </ul>
U	<p><b>The response is unrelated to the assignment, is unreadable, is primarily in a language other than English, or does not contain a sufficient amount of original work to score.</b></p>
B	<p><b>There is no response to the assignment.</b></p>