## Scoring Scale

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

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Score Point Description</th>
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| **4**       | The "4" response reflects a thorough understanding of written performance.  
• The composition fully addresses the topic and uses appropriate language and style.  
• The thesis statement is clearly expressed and effectively maintained.  
• Development is specific, ably reasoned, and relevant.  
• Organization enhances meaning; there is a logical sequencing of ideas from sentence to sentence and from paragraph to paragraph.  
• Word choice is precise; sentence structure is correct, effective, and varied.  
• The composition includes very few errors in grammar, spelling, capitalization, or punctuation. |
| **3**       | The "3" response reflects a general understanding of written performance.  
• The composition addresses the topic and uses generally appropriate language and style.  
• The thesis statement is expressed and generally maintained.  
• Development is general, but mostly reasoned and relevant.  
• Organization conveys meaning; most sentences and paragraphs are logically sequenced.  
• Minor errors in word choice and sentence structure occur, but they do not impede meaning. Sentence structure shows some variety.  
• Minor errors in grammar, spelling, capitalization, and punctuation may occur, but they do not impede meaning. |
| **2**       | The "2" response reflects a limited understanding of written performance.  
• The composition partially addresses the topic and may use inappropriate language and style.  
• The thesis statement is expressed but may be only partially maintained.  
• Development is incomplete, partially reasoned, redundant, and/or somewhat irrelevant.  
• Weaknesses in organization may interfere with meaning; sentences and paragraphs may lack logical sequencing.  
• Noticeable and distracting errors in word choice and sentence structure may impede meaning. Sentence structure is mostly simple and unvaried.  
• Many errors in grammar, spelling, capitalization, and punctuation occur and may impede meaning. |
| **1**       | The "1" response reflects little understanding of written performance.  
• The composition addresses little of the topic and uses inappropriate language and style.  
• A thesis statement may be expressed but is not maintained.  
• Development, if present, is deficient, irrelevant, and/or confusing.  
• Meaning is largely obscured by a lack of organizational structure; sentences and paragraphs demonstrate little or no logical sequencing.  
• Errors in word choice and sentence structure may be so numerous and serious that they impede meaning.  
• Numerous errors in grammar, spelling, capitalization, and punctuation often impede meaning. |
| **U**       | 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**       | There is no response to the assignment. |