

Rubric A: Write to Describe (Items 1 & 2)

Rubric: 0-3

		CRITERIA
0	A	<ul style="list-style-type: none"> ▪ No response ▪ Refused response (e.g., "I don't know")
	B	<ul style="list-style-type: none"> ▪ Non-English response.
	C	<ul style="list-style-type: none"> ▪ Illegible response. ▪ Unintelligible response.
	D	<ul style="list-style-type: none"> ▪ Response unrelated to prompt. ▪ Response copied from prompt or other environmental print.
1 Inadequate		<p>Response is impaired by <u>one or more</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content relates to prompt, but does not directly address prompt. ▪ Functional task is not achieved due to brevity, ambiguity, or lack of pragmatics and/or rhetoric; e.g., expression, appropriateness, organization, exemplification, coherence. ▪ Meaning may be partially clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. ▪ Meaning is not clear due to errors in grammar, diction, spelling, or mechanics. ▪ Response is an isolated word(s) or phrase(s). <i>See Notes to Scorer</i>
2 Adequate		<p>Response is marked by <u>one or more</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content relates to prompt, but may be vague or sparse. ▪ Functional task is partially achieved due to emerging understand of pragmatics and/or rhetoric; e.g., expression, appropriateness, organization, exemplification, coherence. ▪ Meaning is partially clear because grammar, diction, spelling, or mechanics are used adequately, though there are multiple errors. ▪ Response is nearly a complete sentence(s). <i>See Notes</i>

3 Effective	<p>Response succeeds in <u>all</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content directly addresses prompt. ▪ Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; e.g., expression, appropriateness, organization, exemplification, coherence. ▪ Meaning is clear because grammar, diction, spelling, or mechanics are used adeptly, though there may be sporadic errors that affect readability. ▪ Response is a complete sentence(s). <i>See Notes</i>
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Notes to Scorer:¹

- *Write to Describe* items at all levels (**here, Levels 1 and 2**), under the criteria "Response is nearly a complete sentence(s)" or "Functional task is partially achieved," may fall barely short of a complete sentence due to errors in such elements as word form or mechanics. Where a fairly complete thought is discernible, as in "Taking pictures of a friend" or "he love baby," the examinee should be awarded 2 points. Something less, such as "Taking pictures" or "love baby" seems scant enough to receive a score of 1.
- *Write to Describe* items at all levels (**here, only Level 2**), require the examinee to write two sentences about the picture. While two distinct ideas must be evident in the response, the examinee who has the skill to express two ideas in a *single* sentence with a compound or complex structure should not be penalized for writing only one sentence. For instance, the first item in Form A, Level 4, might receive a top score for the following response: *A man is visiting the optometrist's office because he needs new glasses.*
- *Write to Describe* items at all levels (**here, Levels 1 and 2**), under the criteria "Response is nearly a complete sentence(s)" or "Functional task is partially achieved," may fall barely short of a complete sentence due to errors in such elements as word form or mechanics. Where a fairly complete thought is discernible, as in "Taking pictures of a friend" or "he love baby," the examinee should be awarded 2 points. Something less, such as "Taking pictures" or "love baby" seems scant enough to receive a score of 1. At the upper three levels (**here, Level 2**), in cases where both sentences are incomplete (especially one more so than the other), the scorer may justify a score of 1. Cases where the second sentence practically repeats the first, as in "The boys are loading a box" and "They are lifting the box," should receive no more than a score of 2. However, repetition *with added detail* may receive a score of 3 (for example, "The father is pushing his baby" and "He is pushing the baby at the park").
- Refer to *Supplementary Scoring Guide* sections I, II, IV, V, VI for important additions.

¹ Except for *Supplementary Scoring Guide* reference, all notes gleaned from pp. 2, 3, & 12 of *Writing Scoring Guide*, CTB McGraw-Hill.

		CRITERIA
0	A	<ul style="list-style-type: none"> ▪ No response ▪ Refused response (e.g., "I don't know")
	B	<ul style="list-style-type: none"> ▪ Non-English response.
	C	<ul style="list-style-type: none"> ▪ Illegible response. ▪ Unintelligible response.
	D	<ul style="list-style-type: none"> ▪ Response unrelated to prompt. ▪ Response copied from prompt or other environmental print.
1 Inadequate		<p>Response is impaired by <u>one or more</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Functional task is not achieved due to brevity, ambiguity, or lack of pragmatics and/or rhetoric; e.g., expression, appropriateness. ▪ 50% or fewer of the blanks are filled. ▪ 50% or less of the information is placed correctly. ▪ Meaning may be partially clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. ▪ Meaning is not clear due to errors in grammar, diction, spelling, or mechanics. <i>See Notes to Scorer</i>
2 Adequate		<p>Response is marked by <u>one or more</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Functional task is partially achieved due to emerging understand of pragmatics and/or rhetoric; e.g., expression, appropriateness. ▪ More than 50% of the information is placed correctly. ▪ Meaning is partially clear because grammar, diction, spelling, or mechanics are used adequately, though there are multiple errors. <i>See Notes</i>

3 Effective	<p>Response succeeds in <u>all</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; e.g., expression, appropriateness. ▪ All information is placed correctly. ▪ Meaning is clear because grammar, diction, spelling, or mechanics are used adeptly, though there may be sporadic errors. <i>See Notes</i>
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Notes to Scorer:¹

- In *Write to Accomplish Tasks (here, Levels 1 and 2)*, item 3, the goal is for examinees to transfer and order four pieces of personal information into a form. In item 4, the goal is for examinees to list four of the objects pictured in a scene.
- At **Level 2**, item 3, the goal is for examinees to copy eight unordered pieces of information into a letter and place the elements in the correct order. In item 4, the goal is for examinees to list four things to accomplish a task. Note for item 4: Write words or phrases appropriate to the prompt. Examinees are NOT required to provide a complete sentence, initial capital letter, or period.
- In *Write to Accomplish Tasks* at **Levels 1 and 2**, where examinees are asked to list objects or tasks, it is possible that an examinee may list more than required. If, for example, 4 objects are required and 6 are listed, the scorer should take into account the *best* 4 of the 6. In cases where extraneous information is given (outside of the designated blanks), which does not contribute to accomplishing the functional task, the scorer should simply ignore that information.
- In the second of the *Write to Accomplish Tasks* at **Level 1**, the successful spelling of listed objects takes on great importance. In cases where every word is misspelled, the multiplicity of the errors, according to the criteria, might render the score either a 1 or a 2, assuming meaning is "partially clear." In such borderline cases, if the examinee has done such a masterful job of phonetic spelling that the scorer has no doubt what every word means, the response should be scored as a 2. To achieve a score of 3, the examinee should be allowed one minor spelling error and *one* missing plural form. In the second of the *Write to Accomplish Tasks* at **Level 2**, the examinee does *not* need to list ideas in complete sentences.
- When dates are required in *Write to Accomplish Tasks*, the standard American order of month, day, and year may instead appear as day, month, year without penalty unless it is ambiguous. For instance, the date "Nov. 12, 2007" expressed as "12 Nov, 07" is clear, but "12-11-07" is not correct when the month is November.
- Refer to *Supplementary Scoring Guide* sections III, IV, VII, IX for important additions.

¹ Except for *Supplementary Scoring Guide* reference, all notes gleaned from pp. 2, 3, & 12 of *Writing Scoring Guide*, CTB McGraw-Hill.

		CRITERIA
0	A	<ul style="list-style-type: none"> ▪ No response ▪ Refused response (e.g., "I don't know")
	B	<ul style="list-style-type: none"> ▪ Non-English response.
	C	<ul style="list-style-type: none"> ▪ Illegible response. ▪ Unintelligible response.
	D	<ul style="list-style-type: none"> ▪ Response unrelated to prompt. ▪ Response copied from prompt or other environmental print.
1 Inadequate		<p>Response is impaired by <u>one or more</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content relates to picture prompt, but does not directly address it. ▪ Response is an isolated word(s) or phrase(s). ▪ Functional task is not achieved due to brevity, ambiguity, or lack of pragmatics and/or rhetoric; e.g., expression, appropriateness, coherence. ▪ Meaning may be partially clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. ▪ Meaning is not clear due to errors in grammar, diction, spelling, or mechanics. <i>See Notes to Scorer</i>
2 Adequate		<p>Response is marked by <u>one or more</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content relates to picture prompt, but may be vague, sparse, or missing key content words. ▪ Functional task is less than one sentence per picture. ▪ Functional task is partially achieved due to emerging understand of pragmatics and/or rhetoric; e.g., expression, appropriateness, coherence. ▪ Meaning is partially clear because grammar, diction, spelling, or mechanics are used adequately, though there are multiple errors. <i>See Notes</i>

3 Effective	<p>Response succeeds in <u>all</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content directly addresses picture prompt. ▪ Response is at least one sentence per picture. ▪ Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; e.g., expression, appropriateness, organization, exemplification, coherence. ▪ Meaning is clear because grammar, diction, spelling, or mechanics are used adeptly, though there may be sporadic errors that affect readability. <i>See Notes</i>
4 Fluent	<p>Response demonstrates fluency in <u>all</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content richly addresses picture prompt. ▪ Response is at least one sentence per picture. ▪ Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; e.g., expression, appropriateness, coherence. ▪ Meaning is clear because grammar, diction, spelling, or mechanics are used with near native ability and minimal errors. <i>See Notes</i>

Notes to Scorer:¹

- In *Extended Writing* items at **Level 1**, the goal is for examinees to write three sentences in response to a 4-picture prompt with key words (1st sentence is given.)
- In *Extended Writing* items at Level 2, the goal is for examinees to write a paragraph (four sentences) in response to a 4-picture prompt (1st sentence for the 1st picture is given.)
- Refer to *Supplementary Score Guide* sections IV, VIII, & X for important additions.

¹ Except for *Supplementary Scoring Guide* reference, all notes gleaned from pp. 2, 3, & 12 of *Writing Scoring Guide*, CTB McGraw-Hill.

Rubric D--For All Items

Write to Describe (Items 1 & 2) Rubric: 0-3

Write to Accomplish Tasks (Items 3 & 4) Rubric: 0-3

Extended Writing (Item 5) Rubric 0-4

		CRITERIA
0	A	<ul style="list-style-type: none"> ▪ No response ▪ Refused response (e.g., "I don't know")
	B	<ul style="list-style-type: none"> ▪ Non-English response.
	C	<ul style="list-style-type: none"> ▪ Illegible response. ▪ Unintelligible response.
	D	<ul style="list-style-type: none"> ▪ Response unrelated to prompt. ▪ Response copied from prompt or other environmental print.
1 Inadequate		<p>Response is impaired by <u>one or more</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content relates to prompt, but does not directly address prompt. ▪ Response is an isolated word(s) or phrase(s). ▪ Functional task is not achieved due to brevity, ambiguity, or lack of pragmatics and/or rhetoric; e.g., expression, appropriateness, organization, exemplification, coherence. ▪ Meaning may be partially clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. ▪ Meaning is not clear due to errors in grammar, diction, spelling, or mechanics. <i>See Notes to Scorer</i>
2 Adequate		<p>Response is marked by <u>one or more</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content relates to prompt, but may be vague or sparse. ▪ Functional task is partially achieved due to emerging understand of pragmatics and/or rhetoric; e.g., expression, appropriateness, organization, exemplification, coherence. ▪ Meaning is at least partially clear because grammar, diction, spelling, or mechanics are used adequately, though there are multiple errors. <i>See Notes</i>

3 Effective	<p>Response succeeds in <u>all</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content directly addresses prompt. ▪ Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; e.g., expression, appropriateness, organization, exemplification, coherence, though the response is not native-like, thereby affecting readability. ▪ Meaning is clear because grammar, diction, spelling, or mechanics are used adeptly, though there may be sporadic errors that affect readability. <i>See Notes</i>
4 Fluent	<p>Response demonstrates fluency in <u>all</u> of these characteristics:</p> <ul style="list-style-type: none"> ▪ Content richly addresses prompt. ▪ Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; e.g., expression, appropriateness, organization, exemplification, coherence. ▪ Meaning is clear because grammar, diction, spelling, or mechanics are used with near native ability and minimal errors. <i>See Notes</i>

Notes to Scorer:¹

- *Write to Describe* items at all levels (**here, Levels 3 and 4**), under the criteria "Response is nearly a complete sentence(s)" or "Functional task is partially achieved," may fall barely short of a complete sentence due to errors in such elements as word form or mechanics. Where a fairly complete thought is discernible, as in "Taking pictures of a friend" or "he love baby," the examinee should be awarded 2 points. Something less, such as "Taking pictures" or "love baby" seems scant enough to receive a score of 1.
- *Write to Describe* items at all levels (**here, Levels 3 and 4**), require the examinee to write *two* sentences about the picture. While two distinct ideas must be evident in the response, the examinee who has the skill to express two ideas in a *single* sentence with a compound or complex structure should not be penalized for writing only one sentence. For instance, the first item in Form A, Level 4, might receive a top score for the following response: *A man is visiting the optometrist's office because he needs new glasses.* **Notes continued →**

¹ Except for *Supplementary Scoring Guide* reference, all notes gleaned from pp. 2, 3, & 12 of *Writing Scoring Guide*, CTB McGraw-Hill.

Rubric D notes continued...

- *Write to Describe* items at all levels (**here, Levels 3 and 4**), under the criteria “Response is nearly a complete sentence(s)” or “Functional task is partially achieved,” may fall barely short of a complete sentence due to errors in such elements as word form or mechanics. Where a fairly complete thought is discernible, as in “Taking pictures of a friend” or “he love baby,” the examinee should be awarded 2 points. Something less, such as “Taking pictures” or “love baby” seems scant enough to receive a score of 1. **At the upper three levels**, in cases where both sentences are incomplete (especially one more so than the other), the scorer may justify a score of 1. Cases where the second sentence practically repeats the first, as in “The boys are loading a box” and “They are lifting the box,” should receive no more than a score of 2. However, repetition *with added detail* may receive a score of 3 (for example, “The father is pushing his baby” and “He is pushing the baby at the park”).
- When dates are required in *Write to Accomplish Tasks*, the standard American order of month, day, and year may instead appear as day, month, year without penalty unless it is ambiguous. For instance, the date “Nov. 12, 2007” expressed as “12 Nov, 07” is clear, but “12-11-07” is not correct when the month is November.
- In *Extended Writing* items at **Level 3**, the goal is for examinees to write one paragraph (they may write more) in response to a written prompt.
- In *Extended Writing* items at **Level 4**, the goal is for examinees to write at least two paragraphs in response to a written prompt. At level 4, an *Extended Writing* response may be less than two paragraphs (as called for) and yet earn a score of 4 if the fluency, including some use of transition words, warrants it.
- Refer to *Supplementary Scoring Guide* sections II, IV, VI, VII, X for important additions.