

## Performance Characteristics and Scoring Scale

### Performance Characteristics

The following characteristics guide the scoring of responses to the open-response item(s).

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| <b>Purpose</b>    | The extent to which the objective of the assignment is achieved and the appropriateness of the response for the intended audience. |
| <b>Coherence</b>  | Organization and clarity of ideas.                                                                                                 |
| <b>Content</b>    | Development of ideas and relevance of supporting details.                                                                          |
| <b>Grammar</b>    | Accuracy of grammatical forms and syntax.                                                                                          |
| <b>Vocabulary</b> | Command of vocabulary and idiomatic expressions.                                                                                   |
| <b>Mechanics</b>  | Accuracy of spelling, diacritical marks, and punctuation.                                                                          |

### Scoring Scale

The scoring scale below, which is related to the performance characteristics for the tests, is used by scorers in assigning scores to responses to the written expression assignment.

| <b>Score Point</b> | <b>Score Point Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>4</b>           | <p><b>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience.</li> <li>• The candidate's ideas are well organized and clearly expressed.</li> <li>• Ideas are extensively developed and well-supported with relevant information.</li> <li>• The response shows a comprehensive command of syntax and grammar, with only minor errors that do not interrupt communication.</li> <li>• Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions.</li> <li>• Spelling, diacritical marks, and punctuation are mastered, with few, if any, errors.</li> </ul>                                                     |
| <b>3</b>           | <p><b>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience.</li> <li>• The candidate's ideas show some organization and are generally clear.</li> <li>• Ideas are adequately developed with some elaboration and support of specific points.</li> <li>• The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication.</li> <li>• Vocabulary and idiomatic expressions are general, but adequate for communicating a complete message.</li> <li>• There are minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.</li> </ul> |

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| <b>2</b> | <p><b>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience.</li> <li>• The candidate's ideas show limited organization and are somewhat unclear.</li> <li>• Ideas are developed in a limited way with minimal support.</li> <li>• The response shows a limited command of syntax and grammar, with frequent errors that partially impede communication of ideas.</li> <li>• Vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message.</li> <li>• There are some errors in spelling, diacritical marks, and punctuation, which partially interfere with communication.</li> </ul>      |
| <b>1</b> | <p><b>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response fails to fulfill the purpose of the written assignment and is inappropriate for the intended audience.</li> <li>• The candidate's ideas are unorganized and unclear.</li> <li>• Ideas are developed minimally, if at all, and lack any relevant supporting detail.</li> <li>• The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that impede communication.</li> <li>• Vocabulary is not adequate for communicating a complete message, with word usage errors and misformations that impede communication.</li> <li>• Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.</li> </ul> |
| <b>U</b> | <b>The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>B</b> | <b>There is no response to the assignment.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |