<table>
<thead>
<tr>
<th>Grammatical Accuracy</th>
<th>Vocabulary</th>
<th>Mechanics</th>
<th>Cohesion and Organization</th>
<th>Task Completion</th>
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<tbody>
<tr>
<td>• Quantity of error</td>
<td>• Lexical sophistication</td>
<td>• Appropriate sentence boundaries</td>
<td>• Ability to create cohesion</td>
<td>• Relevance to the task</td>
</tr>
<tr>
<td>• Severity of error</td>
<td>• Appropriate word choice</td>
<td>• Punctuation</td>
<td>• Ability to link ideas together</td>
<td>• Degree of supporting detail</td>
</tr>
<tr>
<td>• Ability of reader to process intended meaning</td>
<td>• Degree of word misuse</td>
<td>• Spelling</td>
<td>• Use of connective devices</td>
<td>• Successful completion of task</td>
</tr>
</tbody>
</table>

### 4 Errors are rare, even in complex sentences. There are no errors that prevent the reader from deriving meaning.

- Sophisticated vocabulary is properly used. Words are carefully chosen to match context. Almost no words are misused.
- No errors with sentence boundaries. Almost no errors with punctuation. Almost no spelling errors.
- The response is very cohesive. Connection of ideas is always successful. Connective devices are used correctly.
- The response is directly relevant to the task. Supporting detail is clearly developed. The response fully completes the task.

### 3 Simple constructions are error-free but complex sentences may contain errors. Errors may be distracting but do not interfere with meaning.

- A combination of simple and more sophisticated words is used. Word choice is generally appropriate. Few words are misused.
- Some errors with sentence boundaries in longer sentences. Minor errors with punctuation. Few spelling errors and none that cause confusion.
- The response is generally cohesive. Connection of ideas is usually successful. Connective devices are used, mostly correctly.
- The response is directly relevant to the task. Supporting detail is provided that clearly relates to the task. The response adequately completes the task.

### 2 Some simple constructions may be error-free. Most sentences contain errors. Some errors are severe enough to obscure meaning.

- Most of the vocabulary used is simple. Some sophisticated vocabulary is attempted but may be unsuccessful. Some words are misused.
- Frequent sentence boundary errors. Frequent errors with punctuation. Frequent spelling errors; some may be severe.
- Some parts of the response are cohesive. Connection of ideas is partially successful. Use of connective devices is attempted but not always used correctly.
- The response is mainly relevant to the task. Some supporting detail is provided. The response minimally completes the task.

### 1 Pervasive errors in almost every sentence. Errors are severe enough that the reader frequently needs to guess at the intended meaning.

- Only very simple words are used. Any attempts at more sophisticated vocabulary are unsuccessful. Misused words cause confusion.
- Little to no control over sentence boundaries. Little to no correct use of punctuation. Pervasive spelling errors; reader may have to guess at intended word.
- The response is not cohesive. Ideas are not connected together clearly. Only basic connective devices are used, if any.
- The response is very short and simple. The response may be only partially relevant to the task. The response may be difficult to understand.

### 0 Language produced is impossible to process for meaning.

- No vocabulary that is relevant to the task.
- No legible or decipherable text.
- No clear ideas are expressed.
- No response attempted, or test taker produces only his or her name.