MET

Writing
Rating Scale

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

MICHIGAN
LANGUAGE ASSESSMENT

MichiganAssessment.org

02/11/2020