<table>
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<th>Score</th>
<th>Description</th>
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| 4     | - Content is well-suited for the audience and task/purpose and the writing maintains a clear focus; ideas are fully developed.  
- Organization is strong, creating unity and coherence; contains an engaging introduction, effective conclusion and logical sequencing with smooth, effective transitions.  
- Word choice is varied and conveys meaning; language is effective and connects to the audience.  
- Sentence structure is clear and correct, and the writing demonstrates a rich variety of structures, types, and lengths; any errors are minor.  
- The writing demonstrates appropriate control of grammar, usage, and mechanics; errors are minor and do not affect readability. |
| 3     | - Content is adequate for the audience and task/purpose and the writing has an evident focus; ideas are somewhat developed.  
- Organization is adequate, creating some unity and coherence; introduction and conclusion are appropriate, and sequencing is logical with limited transitions.  
- Word choice is general and includes some variety; language is adequate and attempts to connect to the audience.  
- Sentence structure is correct and the writing demonstrates an adequate variety of structures, types, and lengths; errors may be present but do not interfere with fluency.  
- The writing demonstrates adequate control of grammar, usage, and mechanics; errors are noticeable but do not significantly affect readability. |
| 2     | - Content is inconsistent for the audience and task/purpose and the writing has an unclear focus; ideas are minimally developed and may be listed.  
- Organization lacks clarity, demonstrating weak unity and coherence; introduction and conclusion are ineffective, there is little or random sequencing, and transitions are limited.  
- Word choice lacks precision and variety; language may be inappropriate, ineffective, simplistic, or vague.  
- Sentence structure lacks control and the writing demonstrates limited variety of structures, types, and lengths; errors interfere with fluency.  
- The writing demonstrates limited control of grammar, usage, and mechanics; errors are distracting and may interfere with readability. |
| 1     | - Content is irrelevant for the audience and task/purpose and the writing has a confusing focus; ideas are repetitive or lack development.  
- Organization lacks logical direction; there is no evidence of unity or coherence.  
- Word choice is extremely limited or inaccurate; language fails to communicate meaning. The writing may be too short to demonstrate variety.  
- Sentence structure is inappropriate and the writing demonstrates no variety of structures, types, and lengths; errors interfere with fluency. The writing may be too short to demonstrate control of sentence structures.  
- The writing demonstrates minimal control of grammar, usage, and mechanics; errors are numerous and impede readability. |

Responses receive a score designation of “unscorable” and a performance level of "Below Standard" if they meet any of the following conditions:  
- restatement of the task (prompt) or a refusal  
- in a language other than English  
- illegible, incomprehensible, or otherwise indecipherable  
- about a topic different from the assigned task