

## NES®: World Languages—Presentational Writing Assignment Scoring Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	<p><b>The "4" response reflects a thorough understanding of relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response thoroughly fulfills the assignment and is completely appropriate for the intended audience.</li> <li>• The ideas are effectively organized and logically connected.</li> <li>• The ideas are well developed with specific, relevant details.</li> <li>• The response exhibits a comprehensive command of syntax and grammar, containing only minor errors that do not interrupt communication.</li> <li>• The response demonstrates a strong command and broad range of vocabulary, including idiomatic expressions.</li> <li>• There are few, if any, errors in spelling, diacritical marks, and punctuation.</li> </ul>
3	<p><b>The "3" response reflects a general understanding of relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response generally fulfills the assignment and is appropriate for the intended audience.</li> <li>• The ideas are generally organized and connected.</li> <li>• The ideas are generally developed with some specific details.</li> <li>• The response exhibits an adequate command of syntax and grammar, although some errors may cause minor interruptions in communication.</li> <li>• The response demonstrates a general command and adequate range of vocabulary, including idiomatic expressions.</li> <li>• There are minor errors in spelling, diacritical marks, and punctuation, but these do not interfere with communication.</li> </ul>
2	<p><b>The "2" response reflects a limited understanding of relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response partially fulfills the assignment and may not be appropriate for the intended audience.</li> <li>• The ideas are partially organized; connections between ideas may be lacking.</li> <li>• The ideas are partially developed: details may be limited, repetitive, and/or partially irrelevant.</li> <li>• The response exhibits limited command of syntax and grammar; errors sometimes interfere with communication.</li> <li>• The response demonstrates a limited command and narrow range of vocabulary, including idiomatic expressions.</li> <li>• There are errors in spelling, diacritical marks, and punctuation that partially interfere with communication.</li> </ul>
1	<p><b>The "1" response reflects little understanding of relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response fulfills little of the assignment and is inappropriate for the intended audience.</li> <li>• The ideas are unorganized and disjointed.</li> <li>• The ideas are not developed: there are few, if any, relevant supporting details.</li> <li>• The response exhibits little or no command of syntax and grammar; significant and frequent errors impede communication.</li> <li>• The response demonstrates a weak command of vocabulary, with little to no range. Idiomatic expressions, if used, may be inappropriate.</li> <li>• Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.</li> </ul>
U	<p><b>The response is unrelated to the assignment, is unreadable, is not written in the target language, or does not contain a sufficient amount of original work to score.</b></p>
B	<p><b>There is no response to the assignment.</b></p>