

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