

TOEFL iBT®

Independent Writing Rubrics

SCORE	TASK DESCRIPTION
5	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none">• Effectively addresses the topic and task• Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details• Displays unity, progression and coherence• Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors
4	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none">• Addresses the topic and task well, though some points may not be fully elaborated• Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details• Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections• Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning
3	<p>An essay at this level is marked by one or more of the following:</p> <ul style="list-style-type: none">• Addresses the topic and task using somewhat developed explanations, exemplifications and/or details• Displays unity, progression and coherence, though connection of ideas may be occasionally obscured• May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning• May display accurate but limited range of syntactic structures and vocabulary
2	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none">• Limited development in response to the topic and task• Inadequate organization or connection of ideas• Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task• A noticeably inappropriate choice of words or word forms• An accumulation of errors in sentence structure and/or usage
1	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none">• Serious disorganization or underdevelopment• Little or no detail, or irrelevant specifics, or questionable responsiveness to the task• Serious and frequent errors in sentence structure or usage
0	<p>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>

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Integrated Writing Rubrics

SCORE	TASK DESCRIPTION
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: <ul style="list-style-type: none"> • Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. • The response may omit one major key point made in the lecture. • Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following: <ul style="list-style-type: none"> • The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. • The response significantly omits or significantly misrepresents important points made in the lecture. • The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	A response at this level is marked by one or more of the following: <ul style="list-style-type: none"> • The response provides little or no meaningful or relevant coherent content from the lecture. • The language level of the response is so low that it is difficult to derive meaning.
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

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