

## MSU-ELT Scoring Rubric

Content		Organization		Vocabulary		Language Use		Mechanics	
<b>Clear Competence for Academic Study</b>									
30 to 27	<ul style="list-style-type: none"> <li>Main ideas and support are clear, precise, and relevant</li> <li>Thorough to superior development of thesis</li> <li>Addresses the prompt</li> </ul>	15 to 13	<ul style="list-style-type: none"> <li>Succinct, logical sequencing</li> <li>Clear differentiation between main ideas and support</li> <li>Excellent internal cohesion through sophisticated cohesive devices</li> </ul>	20 to 17	<ul style="list-style-type: none"> <li>Sophisticated range</li> <li>Precise word/idiom choice and usage, word form mastery</li> <li>Appropriate register</li> </ul>	30 to 27	<ul style="list-style-type: none"> <li>Mastery of simple and complex constructions</li> <li>Virtually no global errors</li> <li>Few minor grammatical errors</li> <li>Meaning is clear and precise</li> </ul>	5	<ul style="list-style-type: none"> <li>Demonstrates mastery of conventions</li> <li>Few errors of spelling, punctuation, capitalization, or paragraphing</li> <li>Meaning is clear</li> </ul>
<b>Developing to Sufficient Competence for Academic Study (shaded area and above meet and exceed MSU minimum requirements)</b>									
26 to 25	<ul style="list-style-type: none"> <li>Main ideas and support are generally clear and relevant; supporting ideas expand the thesis well</li> <li>Sufficient to nearly thorough development of thesis</li> <li>Addresses the prompt</li> </ul>	12 to 11	<ul style="list-style-type: none"> <li>Generally clear organizational structure</li> <li>Main ideas stand out</li> <li>Somewhat limited or superficial internal cohesion; possibly repetitious or awkward use of cohesive devices, over-reliance on simplistic transitions; somewhat choppy</li> </ul>	16 to 15	<ul style="list-style-type: none"> <li>Good range of higher level vocabulary</li> <li>Generally effective word / idiom choice and usage, despite the occasional error in word choice and word form</li> <li>Meaning is generally clear and requires no reader compensation</li> </ul>	26 to 25	<ul style="list-style-type: none"> <li>Strong and consistent control of simple constructions</li> <li>Generally effective control of complex constructions</li> <li>Few global errors</li> <li>Occasional local errors</li> <li>Meaning is generally clear and requires no reader compensation</li> </ul>	4	<ul style="list-style-type: none"> <li>Demonstrates strong control of conventions</li> <li>Occasional errors of spelling, punctuation, capitalization, or paragraphing</li> <li>Meaning is clear</li> </ul>
24 to 22	<ul style="list-style-type: none"> <li>Main ideas are generally clear</li> <li>Support ideas are mostly clear and relevant</li> <li><b>Generally adequate</b> development of thesis, but may be somewhat limited, superficial, or repetitive at times</li> <li>Addresses the prompt</li> </ul>			14 to 13	<ul style="list-style-type: none"> <li>Adequate range of higher level vocabulary</li> <li>Occasional errors of word/idiom form/choice</li> <li>Meaning is generally not obscured or may require only slight reader compensation</li> </ul>	24 to 22	<ul style="list-style-type: none"> <li>Strong control of simple constructions</li> <li>Inconsistent control of complex constructions</li> <li>Global and local errors not infrequent (intermittent)</li> <li>Meaning is generally not obscured or may require only slight reader compensation</li> </ul>		
<b>Suggests Insufficient Competence for Academic Study</b>									
21 to 19	<ul style="list-style-type: none"> <li>Main ideas generally clear</li> <li>Supporting ideas may be somewhat obscured</li> <li>Development is generally limited, superficial, or repetitive</li> <li>Related to the prompt, but may be slightly off-topic</li> </ul>	10 to 8	<ul style="list-style-type: none"> <li>Somewhat unclear organizational structure</li> <li>Superficially organized (e.g., first, second, etc.) but weak internal cohesion</li> <li>Very limited or ineffective use of cohesive devices</li> <li>Ideas seem disconnected</li> <li>Lacks logical sequencing</li> <li>Limited sample; does not demonstrate significant organizational features (at lower end of spectrum)</li> </ul>	12 to 10	<ul style="list-style-type: none"> <li>Limited range: (i.e., repetition of a small number of commonly used words, rare use of higher level vocabulary)</li> <li>Frequent or distracting errors of word/idiom form/choice</li> <li>Meaning confused or obscured and requires significant reader compensation</li> </ul>	21 to 19	<ul style="list-style-type: none"> <li>Inconsistent control of simple constructions</li> <li>Lack of control or void of a variety of complex constructions</li> <li>Frequent global &amp; local errors</li> <li>Meaning may be somewhat obscured but not unintelligible, requires some reader compensation</li> </ul>	3	<ul style="list-style-type: none"> <li>Demonstrates inconsistent control of conventions</li> <li>Frequent or distracting errors of spelling, punctuation, capitalization, or paragraphing</li> <li>Meaning may be confused or obscured</li> </ul>
18 to 17	<ul style="list-style-type: none"> <li>Main ideas and/or supporting ideas somewhat obscured</li> <li>Development is very limited, superficial, or repetitive</li> <li>Relationship to the prompt may be vague but discernable.</li> </ul>			18 to 17		<ul style="list-style-type: none"> <li>Weak control of simple constructions</li> <li>Generally ineffective complex constructions or repetition of only a few formulaic complex constructions</li> <li>Frequent global and local errors</li> <li>Meaning is often obscured; requires significant reader compensation</li> </ul>			
<b>Clear Lack of Competence for Academic Study</b>									
16 to 13	<ul style="list-style-type: none"> <li>Main ideas and/or supporting ideas generally obscured/confusing</li> <li>Minimal development of thesis</li> <li>May be off-topic</li> <li>AND/OR</li> <li>Not enough to evaluate</li> </ul>	7 to 6	<ul style="list-style-type: none"> <li>Organizational structure very unclear and/or confusing</li> <li>AND/OR</li> <li>Not enough to evaluate</li> </ul>	9 to 7	<ul style="list-style-type: none"> <li>Very limited range; repetition of a small number of words</li> <li>Frequent errors of word / idiom / form /choice</li> <li>Meaning may be unintelligible</li> <li>AND/OR</li> <li>Not enough to evaluate</li> </ul>	16 to 13	<ul style="list-style-type: none"> <li>No control over basic sentence construction</li> <li>Dominated by global and local errors</li> <li>Meaning is often unintelligible</li> <li>AND/OR</li> <li>Not enough to evaluate</li> </ul>	2	<ul style="list-style-type: none"> <li>Demonstrates lack of control of conventions</li> <li>Dominated by errors of spelling, punctuation, capitalization, &amp;/or paragraphing</li> <li>Meaning is confused or obscured</li> <li>AND/OR</li> <li>Not enough to evaluate</li> </ul>