

**COMMUNICATIONS 12  
SCORING GUIDES**

**SCORING GUIDE FOR INFORMATIONAL TEXT  
WRITTEN RESPONSE (PART B)**

SCALEPOINT	CONTENT
<b>6</b>	<p>This <b>superior</b> response shows a thorough understanding of the passage and addresses all important elements of the question. The response is accurate, clear, complete, and well supported with evidence from the text. The response, however, need not be error free.</p> <ul style="list-style-type: none"> <li>• Shows logical development of argument or ideas, including relevant and integrated details</li> <li>• May make connections with own experience, extend information from the text, or make inferences</li> </ul>
<b>5</b>	<p>This <b>effective</b> response shows a clear understanding of the passage and addresses important elements of the question. The response is clear, organized, and supported with evidence from the text. Minor errors in content or language may be present.</p> <ul style="list-style-type: none"> <li>• Shows logical development of argument or ideas, including relevant details</li> <li>• May make connections with own experience, extend information from the text, or make inferences</li> </ul>
<b>4</b>	<p>This <b>competent</b> response shows understanding of the passage and addresses the main elements of the question. The response is supported with sufficient evidence from the text. Errors in content or language may be present, but do not impede meaning.</p> <ul style="list-style-type: none"> <li>• Shows development of argument or ideas</li> <li>• Response addresses the task in a straight-forward manner</li> <li>• May make connections with own experience</li> </ul>
<b>3</b>	<p>This <b>adequate</b> response shows some understanding of the passage and generally addresses the question. The response is weakly developed. Errors in content or language sometimes impede meaning.</p> <ul style="list-style-type: none"> <li>• Includes some details</li> <li>• Support may not clearly relate to the task</li> </ul>
<b>2</b>	<p>This <b>inadequate</b> response shows a flawed understanding of the passage, and the question is not well-addressed. The response is unclear or incomplete. Errors in content or language impede meaning.</p> <ul style="list-style-type: none"> <li>• Ideas are not developed, or are merely a re-statement of text</li> <li>• Little or no support from the text</li> </ul>
<b>1</b>	<p>This <b>unacceptable</b> response compounds the problems of “2”. It may be unintelligible or too short to meet the requirements of the task.</p>
<b>0</b>	<p>There is no attempt to address the topic, or the response shows a complete misunderstanding of the text and/or task.</p> <p>A zero can be assigned only by the marking chair or designate.</p>
<b>NR</b>	<p>No response is given.</p>

## SCORING GUIDE FOR VISUAL DESIGN (PART C)

SCALEPOINT	CONTENT
<b>6</b>	<p>This <b>superior</b> response is thoughtful and creative. The product need not be error free.</p> <ul style="list-style-type: none"> <li>• Clearly demonstrates understanding of context, audience, purpose</li> <li>• Effective; includes all significant details</li> <li>• Logical in organization; uses parallel structure; layout is balanced</li> <li>• Effective titles and headings; effective emphasis</li> <li>• Effective use of visuals and graphics</li> </ul>
<b>5</b>	<p>This <b>effective</b> response is clear and meets the purpose of the task. There may be minor weaknesses in the product.</p> <ul style="list-style-type: none"> <li>• Shows understanding of context, audience, purpose</li> <li>• Accurate; includes most significant details</li> <li>• Logical in organization; uses parallel structure; layout is generally balanced</li> <li>• Appropriate titles and headings; appropriate emphasis</li> <li>• Appropriate use of visuals and graphics</li> </ul>
<b>4</b>	<p>This <b>competent</b> response is generally acceptable. There may be gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> <li>• Generally appropriate for context, audience and purpose</li> <li>• Appropriate details, but may include some redundancy</li> <li>• Evidence of organization and parallel structure; layout may lack balance</li> <li>• Acceptable titles and headings; acceptable emphasis</li> <li>• Acceptable use of visuals and graphics</li> </ul>
<b>3</b>	<p>This <b>adequate</b> response is minimally acceptable. There are gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> <li>• Minimally acceptable for context, audience and purpose</li> <li>• May contain redundancy or irrelevant details/details may be weak or missing</li> <li>• Layout lacks balance</li> <li>• Some evidence of organization; parallel structure and appropriate emphasis are weak</li> <li>• Titles, headings, visuals and graphics are weak or missing</li> </ul>
<b>2</b>	<p>This <b>inadequate</b> response is incomplete and unclear. There are significant gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> <li>• Less than minimally acceptable for context, audience and purpose</li> <li>• Contains redundancy or irrelevant details/significant information is missing</li> <li>• Layout lacks balance</li> <li>• Little evidence of organization; lacks parallel structure and appropriate emphasis</li> <li>• Titles, headings, visuals and graphics are missing or unacceptable</li> </ul>
<b>1</b>	<p>This <b>unacceptable</b> response does not meet the purpose of the task. Significant information is omitted and the layout is inappropriate.</p>
<b>0</b>	<p>This response is off topic or unintelligible. A zero can be assigned only by the marking chair or designate.</p>
<b>NR</b>	<p>No response is given.</p>

## SCORING GUIDE FOR BUSINESS LETTER (PART C)

Note: • Letters containing profanity and/or threats may be awarded a zero

SCALEPOINT	CONTENT
<b>6</b>	<p>This <b>superior</b> response is clear and complete, and shows a correct use of business letter format. It demonstrates a superior control of language and sentence structure, but need not be error free.</p> <ul style="list-style-type: none"> <li>• Task or problem identified, and communicated effectively</li> <li>• Language and tone clearly demonstrate a full understanding of context, audience, purpose</li> <li>• Specific course of action proposed/suitable closing statement</li> </ul>
<b>5</b>	<p>This <b>effective</b> response is clear, and shows correct use of business letter format. It demonstrates the use of Standard English; however, there may be minor errors that do not interfere with meaning.</p> <ul style="list-style-type: none"> <li>• Task or problem identified, and communicated effectively</li> <li>• Language and tone demonstrate an understanding of context, audience, purpose</li> <li>• Specific course of action proposed/suitable closing statement</li> </ul>
<b>4</b>	<p>This <b>competent</b> response is generally clear. It attempts the correct use of business letter format. It generally demonstrates the use of Standard English including correct sentence structure. However, there may be omissions or errors that do not interfere with meaning.</p> <ul style="list-style-type: none"> <li>• Ideas are sufficiently organized and communicated</li> <li>• Language and tone generally demonstrate an understanding of context, audience, purpose</li> <li>• Course of action proposed/suitable closing statement</li> </ul>
<b>3</b>	<p>This <b>adequate</b> response may lack clarity and organization. It attempts the correct use of business letter format. Ideas are often simplistic and there are some lapses in the use of Standard English including sentence structure. Errors may interfere with meaning, but do not predominate.</p> <ul style="list-style-type: none"> <li>• Task or problem poorly communicated</li> <li>• Includes some of the necessary details</li> <li>• Language and tone may be minimally acceptable for a business letter</li> <li>• Course of action may be absent or vague/closing statement may be absent or unsuitable</li> </ul>
<b>2</b>	<p>This <b>inadequate</b> response lacks clarity and organization. It fails to use correct business letter format. Ideas are often simplistic or incomplete. There are frequent lapses in use of Standard English including sentence structure. Errors predominate, and may interfere with meaning.</p> <ul style="list-style-type: none"> <li>• Task or problem may not be identified</li> <li>• Course of action may be absent or vague</li> <li>• Closing statement may be absent or unsuitable</li> <li>• Language and tone may be inappropriate for a business letter</li> <li>• Demonstrates a lack of understanding of context, audience, purpose</li> </ul>
<b>1</b>	<p>This response is <b>unacceptable</b>. An attempt to respond was made, but the product does not meet the purpose of the task. Significant information is omitted and the layout is inappropriate.</p>
<b>0</b>	<p>This response is off topic or unintelligible. A zero can be assigned only by the marking chair or designate.</p>
<b>NR</b>	<p>No response is given.</p>

## SCORING GUIDE FOR COMPOSITION (PART D)

SCALEPOINT	CONTENT
<b>6</b>	This <b>superior</b> response is developed with originality, energy, and flair. The writing is purposeful, focused and on topic. Details and examples are effectively used, and the writer takes risks with content and structure. An easy command of sentence structure includes appropriate subordination and effective use of parallel structure. Vocabulary is appropriate, precise and often sophisticated. There are few mechanical errors.
<b>5</b>	This <b>effective</b> response is generally well developed; however, it may contain one area of minor weakness. The writing is purposeful and the development logical. Supporting details are well chosen. The writer takes some risks, but the results may be uneven. Sentences are controlled and varied; subordination is generally effective. Vocabulary is appropriate, but expression may be awkward. Mechanical errors do not interfere with comprehension.
<b>4</b>	This <b>competent</b> response is on topic and the ideas are clearly expressed. It is generally articulate but unimaginative. Paragraph structure is defined but conventional. The subject-verb sentence pattern predominates. Although expression is simplistic, some attempt is made to use more complex vocabulary. There are few errors in usage and mechanics.
<b>3</b>	This <b>adequate</b> response attempts to address the topic, but development is weak. Ideas are repetitive and often simplistic. Although multi-paragraph structure may be attempted, paragraphs often consist of only one or two sentences. Awkwardness in sentence structure tends to interrupt the flow. Expression is simplistic, with little attempt to use complex vocabulary. Errors in usage and mechanics are evident, but they do not predominate.
<b>2</b>	This <b>inadequate</b> response could demonstrate a serious lack of proficiency with English idiom, yet make a genuine attempt at a full and structured development. Examples of unsatisfactory writing tend to be repetitive or circular, unfocused, and limited to one or two ideas. Vocabulary is basic and often informal. Sentences are usually simple in construction; fragments, run-ons and mechanical errors are evident. The paper fails to achieve the assigned purpose. Some papers are fairly well written and show rudiments of organization, but are deficient in length.
<b>1</b>	This <b>unacceptable</b> response has little or no sense of purpose or development. It is usually seriously deficient in length and often a single paragraph. Organization, if present, contributes little to sequence or logic. The writing tends to be error-ridden and often creates an uncontrolled and confused pattern of development.
<b>0</b>	<p>This is a special category reserved for papers which cannot be evaluated. Text has been produced, but the effort is characterized by one or more of the following:</p> <ul style="list-style-type: none"> <li>a) no discernible grasp of English idiom;</li> <li>b) too deficient in length to evaluate;</li> <li>c) errors that make the paper unintelligible;</li> <li>d) the paper deliberately addresses a topic not given.</li> </ul> <p>A zero can be assigned only by the marking chair or a designate.</p>
<b>NR</b>	No response is given.