



APPENDIX B

SCORING RUBRICS FOR HOLISTICALLY SCORED OPEN-RESPONSE ITEMS

SCORING RUBRICS FOR HOLISTICALLY SCORED OPEN-RESPONSE ITEMS—OVERVIEW

The scoring rubrics applied to the scoring process for the holistically scored open-response items include several components. Each rubric includes the set of performance characteristics upon which the response will be rated. The rubric also includes a scoring scale; the scoring scale is a scale of up to 4 score points that are awarded based on the quality of the candidate's response with respect to the performance characteristics. For each score point, the scoring scale provides a description of the typical features of performance at the designated score point. For the subject tests, the scorers are also provided with "Scoring Notes." The purpose of the notes is to facilitate the scoring process by providing a list of relevant reference material regarding the specific topic of the item that may be useful to the scorer in evaluating the content of each candidate's response.

The performance characteristics and scoring scales for the Massachusetts Tests for Educator Licensure are provided on the following pages. Because the Scoring Notes refer to specific items, they are considered test secure and confidential, and are not included with the following material.

**Massachusetts Tests for Educator Licensure® MTEL®
SCORING RUBRIC FOR COMMUNICATION AND LITERACY SKILLS:
WRITTEN COMPOSITION EXERCISE**

Performance Characteristics:

Appropriateness	The extent to which the candidate addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.
Mechanical Conventions	The extent to which words are spelled correctly and the candidate follows the conventions of punctuation and capitalization.
Usage	The extent to which the candidate's writing shows care and precision in word choice and is free of usage errors.
Sentence Structure	The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
Focus and Unity	The clarity with which the candidate states and maintains focus on the main idea or point of view.
Organization	The clarity of the writing and the logical sequence of the candidate's ideas.
Development	The extent to which the candidate provides statements of appropriate depth, specificity, and/or accuracy.

Scoring Scale:

Score Point	Score Point Description
4	<p>A well-formed written response.</p> <ul style="list-style-type: none"> • The candidate addresses the assignment fully and uses appropriate language and style. • The candidate shows mastery of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Usage and choice of words are careful and precise. • Sentence structure is effective and free of errors. • The candidate clearly states a main idea and/or point of view, and maintains focus and unity throughout the response. • The candidate exhibits control in the organization of ideas. • The candidate develops the response fully by providing ample statements of appropriate depth, specificity, and accuracy.
3	<p>An adequately formed written response.</p> <ul style="list-style-type: none"> • The candidate addresses the assignment adequately and generally uses appropriate language and/or style. • There may be some errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Minor errors in usage and word choice are evident. • Sentence structure is adequate, although minor errors may be present. • The main idea and/or point of view of the response is generally clear, and focus and unity are generally maintained. • The organization of ideas may be ambiguous, incomplete, or partially ineffective. • The candidate provides a sufficient quantity of statements of appropriate depth, specificity, and accuracy to adequately develop the response.
2	<p>A partially formed written response.</p> <ul style="list-style-type: none"> • The candidate partially addresses the assignment and may use inappropriate language and/or style. • The candidate makes frequent errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Imprecision in usage and word choice is distracting. • Sentence structure is poor, with noticeable and distracting errors. • The main idea and/or point of view is inconsistent and/or the focus and unity of the discussion are not sustained. • The candidate may make an effort to organize and sequence ideas, but organization is largely unclear. • The response includes very few statements that contribute effectively to the development of the response.
1	<p>An inadequately formed written response.</p> <ul style="list-style-type: none"> • The candidate attempts to address the assignment, but language and style are generally inappropriate for the given audience, purpose, and/or occasion. • The candidate makes serious and numerous errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Imprecision in usage and word choice interferes with meaning. • Sentence structure is ineffective, and few sentences are free of errors. • The main idea and/or point of view of the response is not identified. • Any organization that is present fails to present an effective sequence of ideas. • The candidate fails to include statements that contribute effectively to the development of the response.
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR COMMUNICATION AND LITERACY SKILLS:
WRITTEN SUMMARY EXERCISE**

Performance Characteristics:

Fidelity	The accuracy and clarity with which the candidate uses his or her own words to convey and maintain focus on the writer's main ideas.
Conciseness	The extent to which the candidate's response is of appropriate length, depth, and specificity.
Organization	The clarity of the writing and the logical sequence of the candidate's ideas.
Sentence Structure	The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
Usage	The extent to which the candidate's writing shows care and precision in word choice and is free of usage errors.
Mechanical Conventions	The extent to which words are spelled correctly and the candidate's writing follows the conventions of punctuation and capitalization.

Scoring Scale:

Score Point	Score Point Description
4	<p>A well-formed written response.</p> <ul style="list-style-type: none"> • Using his or her own words, the candidate accurately conveys the writer's main ideas and maintains focus and unity. • The candidate's response is concise, but provides enough statements of appropriate depth and specificity to convey the writer's main points. • The response exhibits control and organization. • The candidate uses correct and effective sentence structure. • The candidate's usage and choice of words are careful and precise. • The candidate shows mastery of mechanical conventions (i.e., spelling, punctuation, and capitalization).
3	<p>An adequately formed written response.</p> <ul style="list-style-type: none"> • Generally using his or her own words, the candidate accurately conveys most of the writer's main ideas and generally maintains focus and unity. • The candidate's response may be too long or too short, but generally provides enough statements of appropriate depth and specificity to convey most of the writer's main points. • The candidate's organization of ideas may be ambiguous, incomplete, or partially ineffective. • The candidate uses adequate sentence structure, but minor errors may be present. • The candidate's usage and choice of words display minor errors. • The candidate makes some errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
2	<p>A partially formed written response.</p> <ul style="list-style-type: none"> • The candidate conveys only some of the writer's main ideas and/or does not sustain the focus and unity of the discussion. The candidate relies heavily on the writer's words. • The candidate's response is too long or too short and/or includes few statements that contribute effectively to the development of the response. • The candidate may make an effort to organize and sequence ideas, but organization is largely unclear. • Sentence structure is poor, with noticeable and distracting errors. • Imprecision in usage and word choice is distracting. • The candidate makes frequent errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
1	<p>An inadequately formed written response.</p> <ul style="list-style-type: none"> • The writer's main ideas are not identified. • The candidate fails to include statements that would contribute to the effective development of the response. • Any organization that is present fails to present an effective sequence of ideas. • Sentence structure is ineffective, and few sentences are free of errors. • Imprecision in usage and word choice interferes with meaning. • The candidate makes serious and numerous errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TESTS

Performance Characteristics:

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR FOREIGN LANGUAGE TESTS**

The scoring rubrics for the open-response items for the foreign language test components listed below are provided on the following pages.

Foreign Language Test	Scoring Rubric for Associated Open-Response Item			
	Written Expression	Oral Expression	Listening Comprehension	Reading Comprehension
29 Chinese	✓	✓	✓	✓
26 French	✓	✓		
27 German	✓	✓		
28 Italian	✓	✓		
32 Portuguese	✓	✓	✓	✓
31 Russian	✓	✓	✓	✓
28 Spanish	✓	✓		

NOTE: The number preceding each test denotes the test code.

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—ORAL EXPRESSION

Performance Characteristics:

Content	Adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details.
Coherence	Organization and clarity of ideas communicated.
Grammar	Accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement).
Vocabulary	Command of vocabulary and idiomatic expressions and appropriateness of word choice.
Fluency	Ability to maintain a flow of speech, without hesitation or pauses which affect the overall comprehensibility of the response.
Pronunciation	Comprehensibility of articulation and the appropriateness of stress.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, making only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech, with few, if any, hesitations or pauses. • The speaker's pronunciation is easily intelligible, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas are adequately developed, with some elaboration. • The candidate's ideas are adequately organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech, with only occasional hesitations and pauses. • The speaker's pronunciation is generally intelligible, with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, with frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, having frequent hesitations and pauses. • The speaker's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words, and may misuse and misform numerous words and expressions. • The candidate fails to maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The speaker's pronunciation contains numerous errors and is at times unintelligible.
U	<p>The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—WRITTEN EXPRESSION

Performance Characteristics:

Purpose	The extent to which the objective of the assignment is achieved and the appropriateness of the response for the intended audience.
Coherence	Organization and clarity of ideas.
Content	Development of ideas and relevance of supporting details.
Grammar	Accuracy of grammatical forms and syntax.
Vocabulary	Command of vocabulary and idiomatic expressions.
Mechanics	Accuracy of spelling, diacritical marks, and punctuation.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience. • The candidate's ideas are well organized and clearly expressed. • Ideas are extensively developed and well-supported with relevant information. • The response shows a comprehensive command of syntax and grammar, with only minor errors that do not interrupt communication. • Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • Spelling, diacritical marks, and punctuation are mastered, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The candidate's ideas show some organization and are generally clear. • Ideas are adequately developed with some elaboration and support of specific points. • The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication. • Vocabulary and idiomatic expressions are general, but adequate for communicating a complete message. • There are minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience. • The candidate's ideas show limited organization and are somewhat unclear. • Ideas are developed in a limited way with minimal support. • The response shows a limited command of syntax and grammar, with frequent errors that partially impede communication of ideas. • Vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • There are some errors in spelling, diacritical marks, and punctuation, which partially interfere with communication.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response fails to fulfill the purpose of the written assignment and is inappropriate for the intended audience. • The candidate's ideas are unorganized and unclear. • Ideas are developed minimally, if at all, and lack any relevant supporting detail. • The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that impede communication. • Vocabulary is not adequate for communicating a complete message, with word usage errors and misformations that impede communication. • Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.
U	<p>The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—LISTENING COMPREHENSION**

Performance Characteristics:

Listening Comprehension	Accuracy and completeness in comprehending spoken language.
Inference	Demonstrated ability to infer information accurately from spoken language, including subtleties such as tone.

Scoring Scale:

Score Point	Score Point Description
4	<ul style="list-style-type: none"> • The candidate demonstrates thorough comprehension of the literal content of a sample of spoken language. • The candidate accurately infers implied information, including correctly characterizing tone when it is a factor in comprehension.
3	<ul style="list-style-type: none"> • The candidate demonstrates good overall comprehension of the literal content, though some details may be misunderstood or missed. • The candidate shows some ability to infer implied information, though some subtleties in tone may be misinterpreted or missed.
2	<ul style="list-style-type: none"> • The candidate shows partial comprehension discerning the main idea but fails to understand significant supporting ideas and details. • The candidate generally fails to infer information or discern tone.
1	<ul style="list-style-type: none"> • The candidate fails to demonstrate understanding of the main idea, showing comprehension only of isolated words and phrases. • The candidate fails to infer information or discern tone.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—READING COMPREHENSION**

Performance Characteristics:

Literal Comprehension	Accuracy and completeness in comprehending literal content of written language.
Inference	Demonstrated ability to infer information implied in a reading passage, including subtleties such as tone.

Scoring Scale:

Score Point	Score Point Description
4	<ul style="list-style-type: none"> • The candidate demonstrates thorough understanding of the literal content of the reading passage, including significant details. • The candidate accurately infers implied information, even if this information is subtly conveyed in the text.
3	<ul style="list-style-type: none"> • The candidate demonstrates understanding of the main idea of the passage but misses some details. • The candidate shows some ability to infer information from the text but may misinterpret some subtleties.
2	<ul style="list-style-type: none"> • The candidate shows partial understanding of the main idea of the passage but fails to understand significant supporting ideas and details. • The candidate generally fails to make inferences from the text.
1	<ul style="list-style-type: none"> • The candidate fails to extract the main idea from the passage, demonstrating comprehension only of isolated words and phrases. • The candidate fails to make any inferences implied in the text.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
ENGLISH AS A SECOND LANGUAGE—ORAL PROFICIENCY (TYPES 1–3)**

Performance Characteristics:

Content	Adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details.
Coherence	Organization and clarity of ideas communicated.
Grammar	Accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement).
Vocabulary	Command of vocabulary and idiomatic expressions and appropriateness of word choice.
Fluency	Ability to maintain a flow of speech, without hesitation or pauses which affect the overall comprehensibility of the response.
Pronunciation	Comprehensibility of articulation and the appropriateness of stress.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, making only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech, with few, if any, hesitations or pauses. • The speaker's pronunciation is easily intelligible, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas are adequately developed, with some elaboration. • The candidate's ideas are adequately organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech, with only occasional hesitations and pauses. • The speaker's pronunciation is generally intelligible, with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, with frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, having frequent hesitations and pauses. • The speaker's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words, and may misuse and misform numerous words and expressions. • The candidate fails to maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The speaker's pronunciation contains numerous errors and is at times unintelligible.
U	<p>The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
ENGLISH AS A SECOND LANGUAGE—ORAL PROFICIENCY
(TYPE 4: Read a passage aloud.)**

Performance Characteristics:

Fluency	Ability to maintain a flow of speech, without hesitation or pauses which affect the overall comprehensibility of the response.
Pronunciation	Comprehensibility of articulation and the appropriateness of stress.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate maintains a strong flow of speech, with few, if any, hesitations or pauses. • The speaker's pronunciation is easily intelligible, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate generally maintains a steady flow of speech, with only occasional hesitations and pauses. • The speaker's pronunciation is generally intelligible, with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate does not maintain a consistent flow of speech, having frequent hesitations and pauses. • The speaker's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate fails to maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The speaker's pronunciation contains numerous errors and is at times unintelligible.
U	The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR ADULT BASIC EDUCATION TEST**

Performance Characteristics:

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of effective writing or critical reasoning skills.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of effective writing or critical reasoning skills.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of effective writing or critical reasoning skills.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of effective writing or critical reasoning skills. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of effective writing or critical reasoning skills.
3	<p>The "3" response reflects an adequate knowledge and understanding of effective writing or critical reasoning skills.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of effective writing or critical reasoning skills. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of effective writing or critical reasoning skills.
2	<p>The "2" response reflects a limited knowledge and understanding of effective writing or critical reasoning skills.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of effective writing or critical reasoning skills. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of effective writing or critical reasoning skills.
1	<p>The "1" response reflects a weak knowledge and understanding of effective writing or critical reasoning skills.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of effective writing or critical reasoning skills. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of effective writing or critical reasoning skills.
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR VOCATIONAL TECHNICAL LITERACY SKILLS TEST:
WRITTEN COMPOSITION EXERCISE

Performance Characteristics:

Appropriateness	The extent to which the candidate addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.
Mechanical Conventions	The extent to which words are spelled correctly and the candidate follows the conventions of punctuation and capitalization.
Usage	The extent to which the candidate's writing shows care and precision in word choice and is free of usage errors.
Sentence Structure	The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
Focus and Unity	The clarity with which the candidate states and maintains focus on the main idea or point of view.
Organization	The clarity of the writing and the logical sequence of the candidate's ideas.
Development	The extent to which the candidate provides statements of appropriate depth, specificity, and/or accuracy.

Scoring Scale:

Score Point	Score Point Description
4	<p>A well-formed written response.</p> <ul style="list-style-type: none"> • The candidate addresses the assignment fully and uses appropriate language and style. • The candidate shows mastery of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Usage and choice of words are careful and precise. • Sentence structure is effective and free of errors. • The candidate clearly states a main idea and/or point of view, and maintains focus and unity throughout the response. • The candidate exhibits control in the organization of ideas. • The candidate develops the response fully by providing ample statements of appropriate depth, specificity, and accuracy.
3	<p>An adequately formed written response.</p> <ul style="list-style-type: none"> • The candidate addresses the assignment adequately and generally uses appropriate language and/or style. • There may be some errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Minor errors in usage and word choice are evident. • Sentence structure is adequate, although minor errors may be present. • The main idea and/or point of view of the response is generally clear, and focus and unity are generally maintained. • The organization of ideas may be ambiguous, incomplete, or partially ineffective. • The candidate provides a sufficient quantity of statements of appropriate depth, specificity, and accuracy to adequately develop the response.
2	<p>A partially formed written response.</p> <ul style="list-style-type: none"> • The candidate partially addresses the assignment and may use inappropriate language and/or style. • The candidate makes frequent errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Imprecision in usage and word choice is distracting. • Sentence structure is poor, with noticeable and distracting errors. • The main idea and/or point of view is inconsistent and/or the focus and unity of the discussion are not sustained. • The candidate may make an effort to organize and sequence ideas, but organization is largely unclear. • The response includes very few statements that contribute effectively to the development of the response.
1	<p>An inadequately formed written response.</p> <ul style="list-style-type: none"> • The candidate attempts to address the assignment, but language and style are generally inappropriate for the given audience, purpose, and/or occasion. • The candidate makes serious and numerous errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Imprecision in usage and word choice interferes with meaning. • Sentence structure is ineffective, and few sentences are free of errors. • The main idea and/or point of view of the response is not identified. • Any organization that is present fails to present an effective sequence of ideas. • The candidate fails to include statements that contribute effectively to the development of the response.
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR VOCATIONAL TECHNICAL LITERACY SKILLS TEST:
WRITTEN SUMMARY EXERCISE**

Performance Characteristics:

Fidelity (closeness, faithfulness)	The accuracy and clarity with which the candidate uses his or her own words to convey and maintain focus on the writer's main ideas.
Conciseness (briefness, succinctness)	The extent to which the candidate's response is of appropriate length, depth, and specificity to convey the writer's main ideas.
Organization (logic, clarity)	The clarity of the writing and the logical sequence of the candidate's ideas.
Grammar and Mechanics	The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors. The extent to which the candidate's writing shows care and precision in word choice and is free of usage errors. The extent to which words are spelled correctly and the candidate's writing follows the conventions of punctuation and capitalization.

Scoring Scale:

Score Point	Score Point Description
4	<p>A well-formed written response.</p> <ul style="list-style-type: none"> Using his or her own words, the candidate accurately conveys the writer's main ideas and maintains focus and unity. The candidate's response is concise, but provides enough statements of appropriate depth and specificity to convey the writer's main points. The response exhibits control and organization. The writing is clear. The candidate uses correct and effective sentence structure. The candidate's usage and choice of words are careful and precise. The candidate shows mastery of mechanical conventions (i.e., spelling, punctuation, and capitalization).
3	<p>An adequately formed written response.</p> <ul style="list-style-type: none"> Generally using his or her own words, the candidate accurately conveys most of the writer's main ideas and generally maintains focus and unity. The candidate's response may be too long or too short, but generally provides enough statements of appropriate depth and specificity to convey most of the writer's main points. The candidate's organization of ideas may be somewhat unclear, incomplete, or partially ineffective. The candidate uses adequate sentence structure, but minor errors may be present. The candidate's usage and choice of words display minor errors. The candidate makes some errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
2	<p>A partially formed written response.</p> <ul style="list-style-type: none"> The candidate conveys only some of the writer's main ideas and/or does not sustain the focus and unity of the discussion. The candidate relies heavily on the writer's words. The candidate's response is too long or too short and/or includes few statements that contribute effectively to the development of the response. The candidate may make an effort to organize and sequence ideas, but organization is largely unclear. Sentence structure is poor, with noticeable and distracting errors. Imprecision in usage and word choice is distracting. The candidate makes frequent errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
1	<p>An inadequately formed written response.</p> <ul style="list-style-type: none"> The writer's main ideas are not identified. The candidate fails to include statements that would contribute to the effective development of the response. Any organization that is present fails to present an effective sequence of ideas. Sentence structure is ineffective, and few sentences are free of errors. Imprecision in usage and word choice interferes with meaning. The candidate makes serious and numerous errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>