

CUNY Proficiency Examination Task 1 Scoring Guide

A. Develops an essay that presents a focused response to the writing assignment, making appropriate and coherent connections among all parts of the assignment.	B. Demonstrates understanding of the readings through summary and explanation of relevant material.	C. Incorporates, as support for own thoughts, references to the readings, identifying the sources formally or informally.	D. Communicates clearly and effectively, using appropriate conventions of language (e.g., grammar, spelling, punctuation).
6 Addresses the writing assignment fully, analytically, and perhaps critically or imaginatively, with superior focus and coherence.	6 Demonstrates superior and perhaps critical understanding of readings through accurate summary, full explanation, and insightful analysis of relevant sections.	6 Makes insightful connections and distinctions between readings and own ideas; integrates references smoothly into own essay and identifies them consistently and correctly.	6 Communicates with precision and enhanced expression through highly effective use of vocabulary and sentence variety; infrequent, if any, lapses in use of conventions.
5 Addresses the writing assignment fully and analytically, with strong focus and coherence.	5 Demonstrates strong understanding of readings through accurate summary, with appropriate explanation and analysis of relevant sections.	5 Makes analytical connections and perhaps distinctions between readings and own ideas; integrates references into own essay and identifies them consistently and correctly.	5 Communicates effectively throughout the essay, with few lapses in use of conventions.
4 Addresses all parts of the writing assignment with adequate focus and coherence throughout.	4 Demonstrates overall understanding of readings through appropriate summary and explanation, with some analysis.	4 Makes and explains appropriate connections between readings and own ideas; identifies references consistently and correctly.	4 Communicates clearly throughout the essay; sentences may contain some lapses in use of conventions, but these rarely impede comprehension.
3 Addresses all or most parts of the writing assignment adequately, but focus may lapse briefly or connections may be missing.	3 Demonstrates generally accurate understanding of readings although summary or explanation may be incomplete or not fully relevant.	3 Makes some connections between readings and own ideas but they may not all be appropriate or adequately explained; identifies most references consistently and correctly.	3 Generally communicates clearly throughout the essay although lapses in use of conventions may at times impede comprehension or prove distracting.
2 Addresses some parts of the writing assignment or addresses all parts superficially; focus or coherence may break down at several points.	2 Demonstrates partial understanding of the readings through summary or explanation, but understanding is flawed or explanation is incomplete.	2 Makes few or unwarranted connections between readings and own ideas; may identify references inconsistently or incorrectly.	2 Communicates clearly at times, showing some ability to use conventions, but whole sections are unclear or errors frequently impede comprehension.
1 Shows little or no ability to address the writing assignment; may not link thoughts between paragraphs.	1 Demonstrates little or no understanding of text.	1 Makes no reference to background reading or makes no distinctions between background reading and own ideas.	1 Communicates little because few sentences demonstrate appropriate use of conventions.