

**Minnesota Teacher Licensure Examinations<sup>SM</sup> (MTLE<sup>SM</sup>)**  
**Basic Skills Written Assignment: Performance Characteristics and Scoring Scale**

**Performance Characteristics**

<b>Appropriateness</b>	The extent to which the response addresses the assigned topic and uses language and style appropriate for the specified audience.
<b>Focus and Unity</b>	The extent to which the response clearly states, and maintains clear connections to, the main idea or thesis statement
<b>Organization</b>	The extent to which the response is effectively and coherently sequenced from sentence to sentence and paragraph to paragraph.
<b>Development</b>	The extent to which the response provides relevant, varied, and specific support to elaborate on the main idea or thesis statement.
<b>Grammar and Conventions</b>	The extent to which the response shows control of grammar, sentence structure, usage, and mechanical conventions (i.e., spelling, punctuation, and capitalization).

**Scoring Scale**

Score Point	Score Point Description
4	<p><b>The "4" response demonstrates a strong command of writing skills.</b></p> <p><b>A:</b> The response fully addresses the topic. Language and style are appropriate.</p> <p><b>F:</b> The main idea or thesis statement is clearly expressed. Connections to the main idea or thesis statement are effectively maintained.</p> <p><b>O:</b> The response is effectively organized. Connections from sentence to sentence and from paragraph to paragraph are clear and purposeful.</p> <p><b>D:</b> Support is strong and full. It is relevant, varied, and specific.</p> <p><b>G:</b> There are very few, if any, errors in grammar and mechanics. Usage and word choice are effective and precise. Sentence structure is correct, effective, and varied.</p>
3	<p><b>The "3" response demonstrates a general command of writing skills.</b></p> <p><b>A:</b> The response generally addresses the topic. Language and style are generally appropriate.</p> <p><b>F:</b> The main idea or thesis statement is expressed. Connections to the main idea or thesis statement are generally maintained.</p> <p><b>O:</b> The response is mostly organized. Connections from sentence to sentence and from paragraph to paragraph are generally clear.</p> <p><b>D:</b> Support is general. It is generally relevant. It may not be varied. There are some specifics.</p> <p><b>G:</b> There are minor errors in grammar and mechanics. Usage and word choice may be basic and contain minor errors. Sentence structure may contain minor errors and show only some variation.</p>
2	<p><b>The "2" response demonstrates a limited command of writing skills.</b></p> <p><b>A:</b> The response partially addresses the topic. Language and style may be inappropriate.</p> <p><b>F:</b> The main idea or thesis statement may have to be inferred. Connections to the main idea or thesis statement are only partially maintained.</p> <p><b>O:</b> The response is only partially organized. Connections from sentence to sentence and from paragraph to paragraph may be unclear.</p> <p><b>D:</b> Support is limited. It may be only partially relevant. It may not be specific.</p> <p><b>G:</b> Major and minor errors in grammar, mechanics, usage, word choice, and sentence structure are distracting and may interfere with meaning.</p>
1	<p><b>The "1" response demonstrates a weak command of writing skills.</b></p> <p><b>A:</b> The response attempts to address the topic. Language and style are inappropriate.</p> <p><b>F:</b> The main idea or thesis statement is not clear. Connections to the main idea or thesis statement are not maintained.</p> <p><b>O:</b> There is little or no organization in the response. Connections from sentence to sentence and from paragraph to paragraph are unclear.</p> <p><b>D:</b> Support is weak. There is little or no relevant development.</p> <p><b>G:</b> Numerous major and minor errors in grammar, mechanics usage, word choice, and sentence structure impede meaning.</p>
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.