

Minnesota Teacher Licensure ExaminationsSM (MTLESM)
World Language and Culture: French, German, Spanish, and Chinese (Mandarin)
Presentational Writing Assignment: Performance Characteristics and Scoring Scale

Performance Characteristics

Purpose	Extent to which the assignment is addressed and is appropriate for the given audience and situation.
Coherence	Clarity of the relationship among ideas.
Development	Extent to which ideas are elaborated and supported.
Grammar	Command of grammar and syntax.
Vocabulary	Appropriateness of word choice, command of idiomatic usage, and range of vocabulary.
Mechanics	Accuracy of spelling, character formation, diacritical marks, and punctuation.

Scoring Scale

Score Point	Score Point Description
3	<p>The "3" response demonstrates a strong level of skill in written expression.</p> <p>P: The assignment is fully addressed and the response is appropriate for the given audience and situation despite some reliance on features of oral communication.</p> <p>C: Relationships among ideas are clear. Multiple cohesive devices are used to connect sentences and combine them into paragraphs.</p> <p>D: Ideas are fully elaborated through narration or description. Support includes specific details.</p> <p>G: There is consistent command of basic grammar and syntax and some control of more complex constructions. Control of tense and aspect is maintained across different time frames. Minor errors do not affect overall comprehensibility.</p> <p>V: The response demonstrates a broad range of vocabulary. Word choice and idiomatic usage are precise with few, if any, errors.</p> <p>M: There are few, if any, errors in spelling, character formation, punctuation, and diacritical marks.</p>
2	<p>The "2" response demonstrates a general level of skill in written expression.</p> <p>P: The assignment is addressed and the response is generally appropriate for the given audience and situation. Features of the written response may correspond to those of oral communication.</p> <p>C: Relationships among ideas are generally clear. Sentences are connected to form paragraphs using a limited range of cohesive devices.</p> <p>D: Some ideas are elaborated through simple narration or description. Support is general.</p> <p>G: There is general command of basic grammar and syntax. The response uses different time frames; however, use of appropriate tense and aspect markers is inconsistent. A generally comprehensible message is conveyed despite numerous and/or significant errors.</p> <p>V: The response demonstrates basic vocabulary. Non-idiomatic usage and imprecise word choice may cause gaps in communication.</p> <p>M: Some errors in spelling, character formation, punctuation, and diacritical marks interrupt communication.</p>
1	<p>The "1" response demonstrates a weak level of skill in written expression.</p> <p>P: The assignment is not adequately addressed and may be inappropriate for the given audience and situation. There is little or no distinction from oral communication in the written response.</p> <p>C: Relationships among ideas are largely unclear. The inability to use cohesive devices may result in unconnected sentences.</p> <p>D: Any elaboration of ideas present is simplistic. There is little, if any, support.</p> <p>G: There is limited command of grammar and syntax. There is little, if any, use of time frames other than the present. Numerous, frequent, and serious errors make the message largely incomprehensible.</p> <p>V: The response demonstrates limited vocabulary. Non-idiomatic usage and errors in word choice impair communication.</p> <p>M: Frequent errors in spelling, character formation, punctuation, and diacritical marks interfere with communication.</p>
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.