**5: STRONG performance in Presentational Writing**

* Effective treatment of topic within the context of the task
* Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
* Integrates content from all three sources in support of the essay
* Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
* Organized essay; effective use of transitional elements or cohesive devices
* Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
* Varied and appropriate vocabulary and idiomatic language
* Accuracy and variety in grammar, syntax, and usage, with few errors
* Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

**4: GOOD performance in Presentational Writing**

* Generally effective treatment of topic within the context of the task
* Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
* Summarizes, with limited integration, content from all three sources in support of the essay
* Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
* Organized essay; some effective use of transitional elements or cohesive devices
* Fully understandable, with some errors which do not impede comprehensibility
* Varied and generally appropriate vocabulary and idiomatic language
* General control of grammar, syntax, and usage
* Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

**3: FAIR performance in Presentational Writing**

* Suitable treatment of topic within the context of the task
* Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
* Summarizes content from at least two sources in support of the essay
* Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
* Some organization; limited use of transitional elements or cohesive devices
* Generally understandable, with errors that may impede comprehensibility
* Appropriate but basic vocabulary and idiomatic language
* Some control of grammar, syntax, and usage
* Uses strings of mostly simple sentences, with a few compound sentences

**2: WEAK performance in Presentational Writing**

* Unsuitable treatment of topic within the context of the task
* Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
* Summarizes content from one or two sources; may not support the essay
* Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
* Limited organization; ineffective use of transitional elements or cohesive devices
* Partially understandable, with errors that force interpretation and cause confusion for the reader
* Limited vocabulary and idiomatic language
* Limited control of grammar, syntax, and usage
* Uses strings of simple sentences and phrases

**1: POOR performance in Presentational Writing**

* Almost no treatment of topic within the context of the task
* Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
* Mostly repeats statements from sources or may not refer to any sources
* Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
* Little or no organization; absence of transitional elements and cohesive devices
* Barely understandable, with frequent or significant errors that impede comprehensibility
* Very few vocabulary resources
* Little or no control of grammar, syntax, and usage
* Very simple sentences or fragments

**0: UNACCEPTABLE performance in Presentational Writing**

* Mere restatement of language from the prompt
* Clearly does not respond to the prompt; completely irrelevant to the topic
* "I don't know," "I don't understand," or equivalent in any language
* Not in the language of the exam
* Blank (no response)