TOEFL iBT®
Integrated Writing Rubric

SCORE	GENERAL DESCRIPTION
5	**A response at this level** successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	**A response at this level** is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	**A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following:** • Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. • The response may omit one major key point made in the lecture. • Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	**A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following:** • The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. • The response significantly omits or significantly misrepresents important points made in the lecture. • The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	**A response at this level is marked by one or more of the following:** • The response provides little or no meaningful or relevant coherent content from the lecture. • The language level of the response is so low that it is difficult to derive meaning.
0	**A response at this level** merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

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Writing for an Academic Discussion Rubric

SCORE	GENERAL DESCRIPTION
5	**A fully successful response** The response is a relevant and very clearly expressed contribution to the online discussion, and it demonstrates consistent facility in the use of language. A typical response displays the following: • Relevant and well-elaborated explanations, exemplifications, and/or details • Effective use of a variety of syntactic structures and precise, idiomatic word choice • Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like there/their)
4	**A generally successful response** The response is a relevant contribution to the online discussion, and facility in the use of language allows the writer's ideas to be easily understood. A typical response displays the following: • Relevant and adequately elaborated explanations, exemplifications, and/or details • A variety of syntactic structures and appropriate word choice • Few lexical or grammatical errors
3	**A partially successful response** The response is a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language. A typical response displays the following: • Elaboration in which part of an explanation, example, or detail may be missing, unclear, or irrelevant • Some variety in syntactic structures and a range of vocabulary • Some noticeable lexical and grammatical errors in sentence structure, word form, or use of idiomatic language
2	**A mostly unsuccessful response** The response reflects an attempt to contribute to the online discussion, but limitations in the use of language may make ideas hard to follow. A typical response displays the following: • Ideas that may be poorly elaborated or only partially relevant • A limited range of syntactic structures and vocabulary • An accumulation of errors in sentence structure, word forms, or use
1	**An unsuccessful response:** The response reflects an ineffective attempt to contribute to the online discussion, and limitations in the use of language may prevent the expression of ideas. A typical response may display the following: • Words and phrases that indicate an attempt to address the task but with few or no coherent ideas • Severely limited range of syntactic structures and vocabulary • Serious and frequent errors in the use of language • Minimal original language; any coherent language is mostly borrowed from the stimulus
0	**The response is blank, rejects the topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt, or consists of arbitrary keystrokes.**

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