

English 102 “College Reading”

Reading Response Scoring Guide

Adapted from the CSU English Placement Test Scoring Guide

At each of the six score points for response, descriptors of reading performance are lettered so that:

- a. = response to the question
- b. = understanding the passage
- c. = quality and clarity of thought
- d. = organization, development, and support
- e. = development if a summary
- f. = grammar, word choice, and mechanics

Score of 6: Superior

A 6 is superior response, but may have minor flaws.

A typical response in this category:

- a. Addresses the question clearly and responds effectively to all parts of the question
- b. Demonstrates a thorough critical understanding of the passage in developing an insightful response
- c. Explores the issues thoughtful and in depth as appropriate
- d. Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples
- e. Chooses all main ideas and some significant points all of which flow smoothly and are presented in the correct form and length
- f. Is generally free from errors in grammar, word choice, and mechanics

Score of 5: Strong

A 5 demonstrates clear competence in responding to the questions. It may have some errors, but they are not serious enough to distract or confuse the reader.

A typical response in this category:

- a. Addresses the question, but may respond to some parts of the questions more effectively than others
- b. Demonstrates a sound critical understanding of the passage in developing a well-reasoned response
- c. Shows some depth and complexity of thought
- d. Is well-organized and developed, with ideas supported by appropriate reasons and examples

- e. Chooses most of the main ideas and some significant points all of which flow smoothly and are presented in the correct form and length
- f. May have a few errors in grammar, word choice, and mechanics

Score of 4: Adequate

A 4 demonstrates an adequate response to the question. It may have some errors that distract the reader, but they do not significantly obscure meaning.

A typical response in this category:

- a. Addresses the question, but may not respond to some parts of the question
- b. Demonstrates a generally accurate understanding of the passage in developing a sensible response
- c. may answers the question simplistically or repetitively
- d. Is adequately organized and developed, generally supporting ideas with reasons and examples
- e. Chooses some of the main ideas and some significant points all of which have an adequate flow and are presented in the correct form and length
- f. May have some errors, but generally demonstrates control of grammar, word choice, and mechanics

Score of 3: Marginal

A 3 response demonstrates developing competence, but is flawed in some significant way(s).

A typical response in this category parts of the question

- a. Distorts or neglects to parts of the question
- b. Demonstrates some understanding of the passage, but may misunderstand parts of the question or make limited use of it and develops a weak response
- c. Lacks focus, or demonstrates confused or simplistic thinking
- d. Is poorly organized and developed, presenting generalization without adequate and appropriate support or presenting details without generalizations
- e. Has few main ideas and few significant point and may begin to retell the selection creating an impaired flow and errors in the form and length
- f. Has many of errors in grammar, word choice, and mechanics that sometimes interfere with meaning

Score of 2: very weak

A typical response in this category reveals one or more of the following weaknesses:

- a. Indicates confusion about the question or neglects important parts of the question
- b. Demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passages at all
- c. Lacks focus and coherence, and often fails to communicate its ideas
- d. Has very weak organization and development, providing simplistic generalizations without support

- e. Has few main ideas and retells the selection; there is a lack of form and either too long or too short
- f. Is marred by numerous errors in grammar, word choice, and mechanics that frequently interfere with meaning

Score of 1: incompetent

A 1 response demonstrates fundamental deficiencies

A typical response in this category reveals one or more of the following weaknesses:

- a. Suggest an inability to comprehend the question or to respond meaningfully to the question
- b. Demonstrates little or ability to understand the passage or to use it in developing a response
- c. Is unfocused, illogical, or incoherent
- d. Few or no main ideas and retells the selection; word choice, and mechanics that severely interfere with meaning

Non-responses are those that reject the assignment or fail to address the question should be given to the table leader.

Readers should not penalize responses excessively for slight shifts in idiom, problems with articles, confusion over preposition, and occasional misuse of verb tense and verb form, so long as such features do not obscure meaning of the response.