

# Appendix A

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## Speaking and Writing Scoring Rubrics

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This section contains all the rubrics used by raters to score Speaking and Writing section responses. There are two different rubrics used to score the Speaking section, and two used to score the Writing section.

Speaking questions 1 and 2 are scored using the Independent Speaking Rubric, while questions 3–6 are scored using the Integrated Speaking Rubric. Writing question 1 is scored using the Integrated Writing Rubric, while question 2 is scored using the Independent Writing Rubric.

The chart below shows the main features of responses that must be considered when assigning a score.

Section	Question	Rubric	Main features considered when scoring
Speaking	1–2	Independent Speaking	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• How clear is your speech? Good responses are fluid and clear, have good pronunciation, a natural pace, and natural-sounding intonation patterns.</li> <li>• Even at the highest level, there may be some minor problems; however, they do not cause difficulty for the listener.</li> </ul> <p><b>Language use</b></p> <ul style="list-style-type: none"> <li>• How effectively do you use grammar and vocabulary to convey ideas? In a good response, there is control of both basic and more complex language structures, and appropriate vocabulary is used.</li> <li>• Even at the highest level, some minor or systematic errors may be noticeable; however, they do not obscure meaning.</li> </ul> <p><b>Topic development</b></p> <ul style="list-style-type: none"> <li>• How fully do you answer the question, and how coherently do you present your ideas? In a good response, the relationship between ideas is clear and easy to follow, as is the progression from one idea to the next. Good responses generally use all or most of the time allotted.</li> </ul>

Section	Question	Rubric	Main features considered when scoring
Speaking	3–6	Integrated Speaking	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• How clear is your speech? Good responses are fluid and clear, have good pronunciation, a natural pace, and natural-sounding intonation patterns.</li> <li>• Even at the highest level, there may be some minor problems; however, they do not cause difficulty for the listener.</li> </ul> <p><b>Language use</b></p> <ul style="list-style-type: none"> <li>• How effectively do you use grammar and vocabulary to convey ideas? In a good response, there is control of both basic and more complex language structures, and appropriate vocabulary is used.</li> <li>• Even at the highest level, some minor or systematic errors may be noticeable; however, they do not obscure meaning.</li> </ul> <p><b>Topic development</b></p> <ul style="list-style-type: none"> <li>• How fully do you answer the question, and how coherently do you present your ideas? Are you able to synthesize and summarize the information that was presented? In a good response, the relationship between ideas is clear and easy to follow, as is the progression from one idea to the next. Good responses generally use all or most of the time allotted.</li> <li>• Even at the highest level, a response may have minor inaccuracies about details or minor omissions of relevant details.</li> </ul>
Writing	1	Integrated Writing	<p><b>Quality of the writing</b></p> <ul style="list-style-type: none"> <li>• A good response is well organized. Use of grammar and vocabulary is appropriate and precise.</li> </ul> <p><b>Completeness and accuracy of the content</b></p> <ul style="list-style-type: none"> <li>• In a good response, important information from the lecture has been successfully selected, and it is coherently and accurately presented in relation to relevant information from the reading.</li> <li>• Even at the highest level, a response may have occasional language errors; however, they do not result in inaccurate or imprecise presentation of content or connections.</li> </ul>
Writing	2	Independent Writing	<p><b>Quality of the writing</b></p> <ul style="list-style-type: none"> <li>• A good response effectively addresses the topic and task, it is well developed. It is also well organized. Use of grammar and vocabulary is appropriate and precise.</li> <li>• Even at the highest level, a response may have minor lexical or grammatical errors; however, they do not interfere with meaning.</li> </ul>

## TOEFL iBT® Speaking Scoring Rubric—Independent Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	<b>The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:</b>	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	<b>The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:</b>	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.

TOEFL iBT® Speaking Scoring Rubric—Independent Tasks, *continued*

Score	General Description	Delivery	Language Use	Topic Development
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some low level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

## TOEFL iBT® Speaking Scoring Rubric—Integrated Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task with, at most, minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.

TOEFL iBT® Speaking Scoring Rubric—Integrated Tasks, *continued*

Score	General Description	Delivery	Language Use	Topic Development
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary in order to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

## TOEFL iBT® Writing Scoring Rubric—Integrated Tasks

Score	Task 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: <ul style="list-style-type: none"> <li>• Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection to the points made in the lecture to points made in the reading.</li> <li>• The response may omit one major key point made in the lecture.</li> <li>• Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise.</li> <li>• 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.</li> </ul>
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: <ul style="list-style-type: none"> <li>• The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.</li> <li>• The response significantly omits or significantly misrepresents important points made in the lecture.</li> <li>• 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.</li> </ul>
1	A response at this level is marked by one or more of the following. <ul style="list-style-type: none"> <li>• The response provides little or no meaningful or relevant coherent content from the lecture.</li> <li>• The language level of the response is so low that is difficult to derive meaning.</li> </ul>
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.



## TOEFL iBT® Writing Scoring Rubric—Independent Tasks

Score	Task Description
5	<p><b>An essay at this level largely accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>• Effectively addresses the topic and task</li> <li>• Is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details</li> <li>• Displays unity, progression, and coherence</li> <li>• Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors.</li> </ul>
4	<p><b>An essay at this level largely accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>• Addresses the topic and task well, though some points may not be fully elaborated</li> <li>• Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details</li> <li>• Displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections</li> <li>• Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning</li> </ul>
3	<p><b>An essay at this level is marked by one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Addresses the topic and task using somewhat developed explanations, exemplifications, and/or details</li> <li>• Displays unity, progression, and coherence, though connection of ideas may be occasionally obscured</li> <li>• May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning</li> <li>• May display accurate but limited range of syntactic structures and vocabulary</li> </ul>
2	<p><b>An essay at this level may reveal one or more of the following weaknesses:</b></p> <ul style="list-style-type: none"> <li>• Limited development in response to the topic and task</li> <li>• Inadequate organization or connection of ideas</li> <li>• Inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task</li> <li>• A noticeably inappropriate choice of words or word forms</li> <li>• An accumulation of errors in sentence structure and/or usage</li> </ul>
1	<p><b>An essay at this level is seriously flawed by one or more of the following weaknesses:</b></p> <ul style="list-style-type: none"> <li>• Serious disorganization or underdevelopment</li> <li>• Little or no detail, or irrelevant specifics, or questionable responsiveness to the task</li> <li>• Serious and frequent errors in sentence structure or usage</li> </ul>
0	<p><b>An essay at this level</b> merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of key stroke characters, or is blank.</p>