

# CUNY Proficiency Examination Scoring Guides

## Task 1

<b>S</b>	A. Develops an essay that presents a focused response to the writing assignment, making appropriate and coherent connections among all parts of the assignment.	B. Demonstrates understanding of the readings through summary and explanation of relevant material.	C. Incorporates, as support for own thoughts, references to the readings, identifying the sources formally or informally.	D. Communicates clearly and effectively, using appropriate conventions of language (e.g., grammar, spelling, punctuation).
<b>6</b>	Addresses the writing assignment fully, analytically, and perhaps critically or imaginatively, with superior focus and coherence.	Demonstrates superior and perhaps critical understanding of readings through accurate summary, full explanation, and insightful analysis of relevant sections.	Makes insightful connections and distinctions between readings and own ideas; integrates references smoothly into own essay and identifies them consistently and correctly.	Communicates with precision and enhanced expression through highly effective use of vocabulary and sentence variety; infrequent, if any, lapses in use of conventions.
<b>5</b>	Addresses the writing assignment fully and analytically, with strong focus and coherence.	Demonstrates strong understanding of readings through accurate summary, with appropriate explanation and analysis of relevant sections.	Makes analytical connections and perhaps distinctions between readings and own ideas; integrates references into own essay and identifies them consistently and correctly.	Communicates effectively throughout the essay, with few lapses in use of conventions.
<b>4</b>	Addresses all parts of the writing assignment with adequate focus and coherence throughout.	Demonstrates overall understanding of readings through appropriate summary and explanation, with some analysis.	Makes and explains appropriate connections between readings and own ideas; identifies references consistently and correctly.	Communicates clearly throughout the essay; sentences may contain some lapses in use of conventions, but these rarely impede comprehension.
<b>3</b>	Addresses all or most parts of the writing assignment adequately, but focus may lapse briefly or connections may be missing.	Demonstrates generally accurate understanding of readings although summary or explanation may be incomplete or not fully relevant.	Makes some connections between readings and own ideas but they may not all be appropriate or adequately explained; identifies most references consistently and correctly.	Generally communicates clearly throughout the essay although lapses in use of conventions may at times impede comprehension or prove distracting.
<b>2</b>	Addresses some parts of the writing assignment or addresses all parts superficially; focus or coherence may break down at several points.	Demonstrates partial understanding of the readings through summary or explanation, but understanding is flawed or explanation is incomplete.	Makes few or unwarranted connections between readings and own ideas; may identify references inconsistently or incorrectly.	Communicates clearly at times, showing some ability to use conventions, but whole sections are unclear or errors frequently impede comprehension.
<b>1</b>	Shows little or no ability to address the writing assignment; may not link thoughts between paragraphs.	Demonstrates little or no understanding of text.	Makes no reference to background reading or makes no distinctions between background reading and own ideas.	Communicates little because few sentences demonstrate appropriate use of conventions.

## Task 2

<b>6</b>	<p>Accurately identifies two or more claims from the reading selection and explains the relationship of Figure 1 and 2 to these claims with accuracy, a high degree of complexity, and insight. Examinees can demonstrate a high degree of complexity or insight by successfully meeting the standards for a "5" AND by:</p> <ul style="list-style-type: none"> <li>• introducing an additional claim and adequately discussing its relationship to one of the figures; or</li> <li>• explaining an additional aspect of a figure's relationship to a claim; or</li> <li>• discussing the relationship between one or more figures and the reading using perceptive analysis</li> </ul>
<b>5</b>	<p>Accurately identifies two or more claims from the reading selection and explains the relationship of Figure 1 and Figure 2 to these claims with accuracy and a degree of complexity. Examinees can demonstrate a degree of complexity by successfully completing <u>one</u> of the following:</p> <ul style="list-style-type: none"> <li>• introducing a third claim and adequately discussing its relationship to one of the figures</li> <li>• explaining an additional aspect of a figure's relationship to a claim</li> </ul>
<b>4</b>	Accurately identifies two claims from the reading selection and adequately explains the relationship of Figure 1 to one of these claims and Figure 2 to the other.
<b>3</b>	Accurately identifies two claims from the reading selection and adequately explains the relationship of one claim to one figure, but the connection between the other claim and a second figure is missing or inadequate (e.g., the connection is based on a misreading of the figure or simply repeats the language of the claim).
<b>2</b>	Accurately identifies one claim from the reading selection and adequately establishes a relationship between that claim and one or both of the figures.
<b>1</b>	Makes an attempt but does not accurately identify any of the claims or identifies one or more claims without establishing an adequate connection to either of the figures.
<b>0</b>	Blank, completely off-topic, illegible, or written in a language other than English.