

**INDIANA CORE ASSESSMENTS FOR EDUCATOR LICENSURE**  
**Core Academic Skills Assessment—Writing**

**Constructed-Response Assignment**

**Performance Characteristics**

<b>Appropriateness</b>	The extent to which the response is written in the candidate's own words, addresses the purpose of the assignment, and uses language and style appropriate for the specified audience
<b>Focus and Unity</b>	The extent to which the response clearly states, and maintains clear connections to, the main idea or thesis statement, written in the candidate's own words
<b>Organization</b>	The extent to which the response is effectively and coherently sequenced from sentence to sentence and paragraph to paragraph
<b>Development</b>	The extent to which the response provides relevant, varied, and specific support to elaborate on the main idea or thesis statement, including addressing counterclaims
<b>Grammar and Conventions</b>	The extent to which the response is written in the candidate's own words and shows control of grammar, sentence structure, usage, and mechanical conventions (i.e., spelling, punctuation, and capitalization)

## Scoring Scale

Score Point	Score Point Description
4	<p><b>The "4" response demonstrates a strong command of writing skills.</b></p> <p><b>A:</b> The response is written in the candidate's own words and fully addresses the purpose of the assignment. Language and style are appropriate.</p> <p><b>F:</b> The main idea or thesis statement is clearly expressed and written in the candidate's own words. Connections to the main idea or thesis statement are effectively maintained.</p> <p><b>O:</b> The response is effectively organized. Connections from sentence to sentence and from paragraph to paragraph are clear and purposeful.</p> <p><b>D:</b> Support is strong and full. It is relevant, varied, and specific and includes arguments not found in the stimulus material. Counterclaims are effectively addressed.</p> <p><b>G:</b> The response is written in the candidate's own words and there are very few, if any, errors in grammar and mechanics. Usage and word choice are effective and precise. Sentence structure is correct, effective, and varied.</p>
3	<p><b>The "3" response demonstrates a general command of writing skills.</b></p> <p><b>A:</b> The response is generally written in the candidate's own words and generally addresses the purpose of the assignment. Language and style are generally appropriate.</p> <p><b>F:</b> The main idea or thesis statement is expressed and generally written in the candidate's own words. Connections to the main idea or thesis statement are generally maintained.</p> <p><b>O:</b> The response is mostly organized. Connections from sentence to sentence and from paragraph to paragraph are generally clear.</p> <p><b>D:</b> Support is general. It is generally relevant, may not be varied, and includes at least one argument not found in the stimulus material. There are some specifics. Counterclaims are addressed.</p> <p><b>G:</b> The response is generally written in the candidate's own words and there are minor errors in grammar and mechanics. Usage and word choice may be basic and contain minor errors. Sentence structure may contain minor errors and show only some variation.</p>
2	<p><b>The "2" response demonstrates a limited command of writing skills.</b></p> <p><b>A:</b> The response may be only partially written in the candidate's own words and it partially addresses the purpose of the assignment. Language and style may be inappropriate.</p> <p><b>F:</b> The main idea or thesis statement may have to be inferred or may be only partially written in the candidate's own words. Connections to the main idea or thesis statement are only partially maintained.</p> <p><b>O:</b> The response is only partially organized. Connections from sentence to sentence and from paragraph to paragraph may be unclear.</p> <p><b>D:</b> Support is limited. It may be only partially relevant and may not be specific. It may use only the arguments found in the stimulus material. The response includes an attempt to address counterclaims.</p> <p><b>G:</b> The response may be only partially written in the candidate's own words and major and minor errors in grammar, mechanics, usage, word choice, and sentence structure are distracting and may interfere with meaning.</p>
1	<p><b>The "1" response demonstrates a weak command of writing skills.</b></p> <p><b>A:</b> The response may be almost entirely written in language copied from the stimulus material. It attempts to address the purpose of the assignment. Language and style are inappropriate.</p> <p><b>F:</b> The main idea or thesis statement is not clear or is merely copied from the stimulus material. Connections to the main idea or thesis statement are not maintained.</p> <p><b>O:</b> There is little or no organization in the response. Connections from sentence to sentence and from paragraph to paragraph are unclear.</p> <p><b>D:</b> Support is weak. There is little or no relevant development. It uses only the arguments found in the stimulus material. Counterclaims are not addressed.</p> <p><b>G:</b> The response may be almost entirely written in language copied from the stimulus material. Numerous major and minor errors in grammar, mechanics, usage, word choice, and sentence structure impede meaning.</p>
U	The response is unrelated to the purpose of the assignment, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.