

***TOEFL<sup>®</sup> Junior<sup>™</sup>***  
**COMPREHENSIVE**

**Writing Scoring Guides**

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## TOEFL Junior Writing Scoring Guide

### Task 1: Edit

Score	Language Use
4	<ul style="list-style-type: none"><li>• Corrects all four errors</li></ul>
3	<ul style="list-style-type: none"><li>• Corrects three errors</li></ul>
2	<ul style="list-style-type: none"><li>• Corrects two errors</li></ul>
1	<ul style="list-style-type: none"><li>• Corrects one error</li></ul>
0	Attempts to correct all errors but does so incorrectly <u>OR</u> Makes no attempt to correct errors, only copies words from the stimulus, consists of only unrelated content, consists of keystroke characters, or is written in a foreign language

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### Task 2: E-mail

Score	Development and Language Use Descriptors
4	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• responds to all questions in the e-mail, directly or indirectly</li> <li>• is coherent</li> <li>• shows lexical variation appropriate for the task</li> <li>• displays a varied sentence structure appropriate for the task</li> <li>• may contain minor errors but they do not interfere with meaning</li> </ul>
3	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• responds to most of the questions in the e-mail, directly or indirectly</li> <li>• is generally coherent</li> <li>• shows some lexical variation appropriate for the task</li> <li>• may display variation in sentence structure appropriate for the task</li> <li>• may contain some errors that occasionally interfere with meaning</li> </ul>
2	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• responds to some questions in the e-mail</li> <li>• may be incoherent at times</li> <li>• shows little lexical variation (e.g., vocabulary is simple and repetitive), <u>or</u> often uses vocabulary incorrectly</li> <li>• may show little control of sentence structures</li> <li>• may contain errors that frequently interfere with meaning</li> </ul>
1	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• responds minimally to questions in the e-mail</li> <li>• is generally incoherent</li> <li>• displays limited vocabulary that may be used incorrectly</li> <li>• uses mostly incorrect sentence structures</li> <li>• displays many errors that seriously interfere with meaning</li> </ul>
0	<p>Only copies words from the prompt, rejects the prompt, is completely off topic, consists of keystroke characters, is written in a foreign language, or is blank</p>

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### Task 3: Opinion

Score	Development and Language Use Descriptors
<b>4</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• states a position on the topic</li> <li>• provides support for the position, with specific details and/or examples</li> <li>• is mostly well organized and coherent</li> <li>• shows lexical variation appropriate for the task</li> <li>• displays a varied sentence structure appropriate for the task</li> <li>• may contain minor errors but they do not interfere with meaning or clarity</li> </ul>
<b>3</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• states a position on the topic</li> <li>• provides support for the stated position, but may have difficulty doing so fully</li> <li>• is generally well organized, with an occasional lapse of clarity when connecting ideas</li> <li>• shows some lexical variation appropriate for the task</li> <li>• may display some variation in sentence structure appropriate for the task</li> <li>• may contain some errors that occasionally interfere with meaning</li> </ul>
<b>2</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• states a position on the topic, but provides inadequate/incomplete support, <u>OR</u></li> <li>• only vaguely implies a position on the topic, and provides inadequate/incomplete support</li> <li>• connections between ideas are attempted, but are sometimes unclear or missing</li> <li>• shows little lexical variation (e.g., vocabulary is simple and repetitive), <u>or</u> frequently uses vocabulary incorrectly</li> <li>• shows little variation in sentence structure (e.g., sentences are mostly simple and short), and shows little control of sentence structures</li> <li>• may contain errors that frequently interfere with meaning</li> </ul>
<b>1</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• states a position but provides incoherent or no support <u>OR</u></li> <li>• does not state a position, or makes only a minimal connection to the prompt and provides minimal or no support</li> <li>• is generally unorganized and incoherent</li> <li>• displays extremely limited vocabulary that is frequently used incorrectly</li> <li>• uses mostly incorrect sentence structures</li> <li>• displays many errors that seriously interfere with meaning</li> </ul>
<b>0</b>	<p>Only copies words from the prompt, rejects the prompt, is completely off topic, consists of keystroke characters, is written in a foreign language, or is blank</p>

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### Task 4: Listen-Write

Score	Development and Language Use
<b>4</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• accurately provides all key points</li> <li>• provides support using relevant details from the talk</li> <li>• is mostly well organized and coherent</li> <li>• shows lexical variation appropriate for the task</li> <li>• displays a varied sentence structure appropriate for the task</li> <li>• may contain errors but they do not interfere with meaning or clarity</li> </ul>
<b>3</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• accurately provides most key points</li> <li>• provides some supporting details from the talk</li> <li>• is generally organized, with an occasional lapse of clarity when connecting ideas</li> <li>• shows some lexical variation appropriate for the task</li> <li>• may display some varied sentence structure appropriate for the task</li> <li>• may contain errors that occasionally interfere with meaning</li> </ul>
<b>2</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• provides some accurate content from the key points</li> <li>• provides minimal or no supporting details from the talk</li> <li>• connections between ideas are attempted but are often unclear or missing</li> <li>• shows little lexical variation (e.g., vocabulary is simple and repetitive), <u>or</u> frequently uses vocabulary incorrectly</li> <li>• shows little variation in sentence structure (e.g., sentences are mostly simple and short), or shows little control of sentence structures</li> <li>• may contain errors that frequently interfere with meaning</li> </ul>
<b>1</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• provides minimal or no content from the key points</li> <li>• does not provide details beyond those shown in the visuals</li> <li>• provides incoherent or no support for any of the points</li> <li>• is generally unorganized and incoherent</li> <li>• displays extremely limited vocabulary that is frequently used incorrectly</li> <li>• uses mostly incorrect sentence structures</li> <li>• displays many errors that seriously interfere with meaning</li> </ul>
<b>0</b>	<p>Only copies words from the prompt, rejects the prompt, is completely off topic, consists of keystroke characters, is written in a foreign language, or is blank</p>