

## ECCE WRITING LEVELS

The writing section is scored by specialized evaluators trained by the University of Michigan. A passing score on the writing section is a rating of C or higher on an A to E scale. The chart below summarizes examinee performance at each of the five ECCE writing score levels.

<b>ECCE WRITING SCORE LEVELS</b>	
<b>A</b>	<ul style="list-style-type: none"><li>• Writes an essay or letter that is richly developed with original supporting details.</li><li>• Organizes ideas smoothly and effectively, using a variety of cohesive devices.</li><li>• Uses a broad range of grammatical structures and vocabulary appropriately and accurately. Any errors are infrequent and not distracting.</li><li>• Writes appropriately for audience, purpose, and task, creating a very positive effect on the reader.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Writes an essay or letter that is well developed with appropriate supporting details.</li><li>• Organizes ideas clearly and appropriately, using transition markers effectively.</li><li>• Uses a good range of simple and complex structures and shows control of vocabulary; occasional errors may be present.</li><li>• Writes appropriately for audience, purpose, and task, creating a positive effect on the reader.</li></ul>
<b>C</b>	<ul style="list-style-type: none"><li>• Writes an essay or letter that is adequately developed with supporting details, though may rely on the prompt for content.</li><li>• Organizes ideas adequately, using standard connectors appropriately though perhaps mechanically.</li><li>• Uses an adequate range of grammatical structures and vocabulary; errors do not interfere with comprehension.</li><li>• Writes adequately for audience, purpose, and task, accomplishing communicative goals.</li></ul>
<b>D</b>	<ul style="list-style-type: none"><li>• Writes an essay or letter that is inadequately developed; content may be limited, irrelevant, or copied from the prompt.</li><li>• Organizes ideas simply with minimal or unsuccessful connection.</li><li>• Makes frequent grammar and vocabulary errors that interfere with comprehension.</li><li>• Writes with inconsistent appropriacy for audience, purpose, and task, possibly creating a negative effect on the reader.</li></ul>
<b>E</b>	<ul style="list-style-type: none"><li>• Writes an essay or letter that is poorly developed; content may be irrelevant or copied from the prompt.</li><li>• Does not order or connect ideas clearly.</li><li>• Uses very limited structures and vocabulary, with frequent and basic errors that cause significant confusion.</li><li>• Has inadequate language to fulfill the communicative task.</li></ul>