

### MS-TESOL Comprehensive Exam Assessment Rubric

<i>Indicator</i>	<i>0=does not meet</i>	<i>1=approaches</i>	<i>2=minimally meets</i>	<i>3=meets</i>	<i>4=exceeds</i>
(a) Demonstrate an ability to respond to the question or prompt directly and efficiently	The response refers only superficially to issues raised by the question or misreads the question.	The response addresses only part of the question, wanders often to other topics, or is mostly superficial in its treatment of the question.	The response addresses the question, but may wander at times off of task or may omit key elements or nuance.	The response addresses the question directly and efficiently, clarifying the key elements of the issue at hand and consistently staying on-task.	The response demonstrates a precise and exceptionally clear focus on the question or prompt, illustrated a highly nuanced command of the relevant issues and elements.
(b) Apply analytical tools appropriately and consistently to support a clearly stated argument	The response applies no analytical tools and shows no evidence of field appropriate argumentation.	The response includes some analysis and/or other forms of evidence, but not enough to support the argument, or the argument is not sufficiently clear to determine whether it is supported.	The response includes sufficient analysis and argumentative organization, but it is marked by errors and weaknesses in examples, analysis, or argumentation.	The response demonstrates appropriate and consistent use of analytical tools, organization, and argumentation, marked by few, if any, errors or weaknesses.	The response demonstrates a robust and insightful deployment of analytical tools and examples that fully support a clear and succinct argument.
(c) Write in a style that is both clear and appropriate to the related field of theoretical or applied linguistics	The response contains many unclear passages, choppy sentences, misspellings, and other stylistic problems, which together make it either completely or mostly unintelligible.	The response contains some unclear passages, choppy sentences, misspellings, and other stylistic problems, which together weaken or obscure its clarity and arguments.	The response is written in a solid but not impressive or sophisticated style, being marked by some stylistic problems and unclear passages that weaken but do not undermine the arguments.	The response is written in a style that both competent and clear, with features that make it an appropriate contribution to the related field of theoretical or applied linguistics.	The response is written in a style that enhances the effectiveness and clarity of the arguments and that reflects a strong competence in the stylistic genre associated with the related field of theoretical or applied linguistics.
(d) Demonstrate knowledge of theory and its development that is relevant to the question or prompt and to the related field of	The response is vague, inaccurate, or grossly simplistic in its use of theoretical concepts and terminology.	The response demonstrates some appropriate theoretical concepts and terminology, but the concepts and	The response accurately presents the basics of appropriate theoretical concepts and terms, but does	The response includes accurate and detailed theoretical concepts and terms, including some nuance, that	The response demonstrates a nuanced and insightful understanding of how theoretical concepts and terms relate to the

theoretical or applied linguistics		terms are not well used or are largely inaccurate, vague, or overly general.	not provide much depth and may include some inaccuracies.	demonstrate how theory informs the issues raised in the question.	issues raised in the question.
(e) Demonstrate knowledge of instructional implications that are relevant to the question or prompt, including instructional design and/or assessment issues	The response provides no evidence that the instructional implications of the question topic have been considered or understood.	The response refers only inaccurately or insubstantially to possible instructional implications of the question topic.	The response refers somewhat to implications of the question topic for instructional design or assessment of learner needs or outcomes, but this component may be brief or somewhat inaccurate.	The response includes an accurate and substantive discussion of the instructional implications of the question topic.	The response discusses the implications of the question topic to instructional design and assessment at a level that is insightful, detailed, and reflective of the bidirectional relationship between theory and practice in TESOL.