

Scoring Guideline: GRE Argument (Revised in 2011)

Score = 6 OUTSTANDING

In addressing the specific task directions, a 6 response presents a cogent, well-articulated analysis of the issue and conveys meaning skillfully.

A typical response in this category:

- * articulates a clear and insightful position on the issue in accordance with the assigned task
- * develops the position fully with compelling reasons and/or persuasive examples
- * sustains a well-focused, well-organized analysis, connecting ideas logically
- * conveys ideas fluently and precisely, using effective vocabulary and sentence variety
- * demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage, and mechanics) but may have minor errors

Score = 5 STRONG

In addressing the specific task directions, a 5 response presents a generally thoughtful, well-developed analysis of the issue and conveys meaning clearly.

A typical response in this category:

- * presents a clear and well-considered position on the issue in accordance with the assigned task
- * develops the position with logically sound reasons and/or well-chosen examples
- * is focused and generally well organized, connecting ideas appropriately
- * conveys ideas clearly and well, using appropriate vocabulary and sentence variety
- * demonstrates facility with the conventions of standard written English but may have minor errors

Score = 4 ADEQUATE

In addressing the specific task directions, a 4 response presents a competent analysis of the issue and conveys meaning with acceptable clarity.

A typical response in this category:

- * presents a clear position on the issue in accordance with the assigned task
- * develops the position with relevant reasons and/or examples
- * is adequately focused and organized
- * demonstrates sufficient control of language to express ideas with acceptable clarity
- * generally demonstrates control of the conventions of standard written English but may have some errors

Score = 3 LIMITED

A 3 response demonstrates some competence in addressing the specific task directions, in analyzing the issue, and in conveying meaning but is obviously flawed.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- * is vague or limited in addressing the specific task directions and/or in presenting or developing a position on the issue
- * is weak in the use of relevant reasons or examples or relies largely on unsupported claims
- * is limited in focus and/or organization
- * has problems in language and sentence structure that result in a lack of clarity
- * contains occasional major errors or frequent minor errors in grammar, usage, or mechanics that can interfere with meaning

Score = 2 SERIOUSLY FLAWED

A 2 response largely disregards the specific task directions and/or demonstrates serious weaknesses in analytical writing.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- * is unclear or seriously limited in addressing the specific task directions and/or in presenting or developing a position on the issue
- * provides few, if any, relevant reasons or examples in support of its claims
- * is poorly focused and/or poorly organized
- * has serious problems in language and sentence structure that frequently interfere with meaning
- * contains serious errors in grammar, usage, or mechanics that frequently obscure meaning

Score = 1 FUNDAMENTALLY DEFICIENT

A 1 response demonstrates fundamental deficiencies in analytical writing.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

- * provides little or no evidence of understanding the issue
- * provides little evidence of the ability to develop an organized response (e.g. is disorganized and/or extremely brief)
- * has severe problems in language and sentence structure that persistently interfere with meaning
- * contains pervasive errors in grammar, usage, or mechanics that result in incoherence