

|   | CONTENT/TASK<br>FULFILLMENT/COMMUNICATIVE<br>COMPETENCE                                                                                                                                                                                                                                                                                                                                                                                                                          | ORGANISATION/COHERENCE &<br>COHESION/STYLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | LEXICAL RANGE AND ACCURACY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LANGUAGE USE ACCURACY AND RANGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 5 | <p><b>Task completion:</b> content meets the necessary requirements of the task/question/prompt <u>fully</u></p> <p><b>Relevance and expansion:</b> <u>very good</u> expansion of topic with relevant supporting ideas and sufficient examples informing the target reader</p> <p><b>Fluency:</b> No ambiguous and unclear phrases</p> <p><b>Text length:</b> length of the text meets the requirements of the task/question/prompt <u>fully</u></p>                             | <p><b>Organization of ideas:</b> <u>precisely</u> introduces and concludes the topic with an <u>effective</u> topic sentence/thesis statement/introduction paragraph/conclusion paragraph (depending on the task)</p> <p>Supporting ideas and examples are <u>well-organized</u> and coherent</p> <p><b>Cohesive devices:</b> <u>effective</u> use of cohesive devices (e.g. articles, pronouns, semantic fields, connectors, discourse markers) and conjunctions that show <u>good command</u> of rhetoric organization (e.g. adding, sequencing, comparing, illustrating, qualifying and contrasting)</p>                   | <p><b>Use of target vocabulary:</b> uses and applies a wide range of target vocabulary <u>effectively</u> and <u>flexibly</u> (e.g. synonym/antonym) to convey <u>precise</u> meaning to the reader</p> <p><b>Choice of lexis:</b> skillfully uses target lexical items with <u>rare inaccuracies</u> in word choice and collocation</p> <p><b>Frequency and gravity of lexical errors:</b> No / minor lexical (e.g. word formation, suffix/prefix) or spelling mistakes-Errors do not impede meaning</p>                   | <p><b>Syntax:</b> uses level-appropriate acquired language structures <u>effectively</u> - shows <u>very good</u> command of word order maintenance</p> <p><b>Mechanics:</b> has <u>very good</u> control of punctuation and capitalization</p> <p><b>Parts of speech:</b> applies parts of speech <u>effectively</u> (e.g. verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections)</p> <p><b>Frequency and gravity of grammatical errors:</b> No/minor grammatical errors which do not impede meaning</p>    |
| 4 | <p><b>Task completion:</b> content meets the necessary requirements of the task/question/prompt <u>adequately</u></p> <p><b>Relevance and expansion:</b> <u>good</u> expansion of topic with relevant supporting ideas and sufficient examples informing the target reader</p> <p><b>Fluency:</b> <u>Few</u> ambiguous and unclear phrases</p> <p><b>Text length:</b> length of the text meets the requirements of the task/question/prompt <u>adequately</u></p>                | <p><b>Organization of ideas:</b> <u>adequately</u> introduces and concludes the topic with a <u>good</u> topic sentence/thesis statement/introduction paragraph/conclusion paragraph (depending on the task)</p> <p>Supporting ideas and examples are <u>organized</u> and coherent</p> <p><b>Cohesive devices:</b> <u>adequate</u> use of cohesive devices (e.g. articles, pronouns, semantic fields, connectors, discourse markers) and conjunctions that show command of rhetoric organization (e.g. adding, sequencing, comparing, illustrating, qualifying and contrasting)</p>                                          | <p><b>Use of target vocabulary:</b> uses and applies a good range of target vocabulary <u>adequately</u> and <u>quite flexibly</u> (e.g. synonym/antonym) to convey meaning to the reader</p> <p><b>Choice of lexis:</b> good use of target lexical items with <u>a few inaccuracies</u> in word choice and collocation</p> <p><b>Frequency and gravity of lexical errors:</b> Some / minor lexical (e.g. word formation, suffix/prefix) mistakes - Some / minor spelling mistakes-Errors <u>rarely</u> impede meaning</p>  | <p><b>Syntax:</b> uses level-appropriate acquired language structures <u>adequately</u> - shows <u>good</u> command of word order maintenance</p> <p><b>Mechanics:</b> has <u>good</u> control of punctuation and capitalization</p> <p><b>Parts of speech:</b> applies parts of speech <u>adequately</u> (e.g. verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections)</p> <p><b>Frequency and gravity of grammatical errors:</b> Some/minor grammatical errors which <u>rarely</u> impede meaning</p>       |
| 3 | <p><b>Task completion:</b> content meets the necessary requirements of the task/question/prompt <u>to some extent</u></p> <p><b>Relevance and expansion:</b> <u>sufficient</u> expansion of topic with relevant supporting ideas and sufficient examples informing the target reader</p> <p><b>Fluency:</b> <u>some</u> ambiguous and unclear phrases</p> <p><b>Text length:</b> length of the text meets the requirements of the task/question/prompt <u>to some extent</u></p> | <p><b>Organization of ideas:</b> introduces and concludes the topic with a topic sentence/thesis statement/introduction paragraph/conclusion paragraph (depending on the task) <u>to some extent</u></p> <p>Supporting ideas and examples are <u>sufficiently organized</u> and coherent <u>to some extent</u></p> <p><b>Cohesive devices:</b> <u>sufficient use</u> of cohesive devices (e.g. articles, pronouns, semantic fields, connectors, discourse markers) and conjunctions that show <u>some command</u> of rhetoric organization (e.g. adding, sequencing, comparing, illustrating, qualifying and contrasting)</p> | <p><b>Use of target vocabulary:</b> uses and applies basic target vocabulary <u>sufficiently</u> and <u>appropriately</u> (e.g. synonym/antonym) to convey meaning to the reader <u>to some extent</u></p> <p><b>Choice of lexis:</b> use of basic target lexical items with <u>some inaccuracies</u> in word choice and collocation</p> <p><b>Frequency and gravity of lexical errors:</b> <u>Noticeable lexical</u> (e.g. word formation, suffix/prefix) and spelling mistakes-Errors <u>sometimes</u> impede meaning</p> | <p><b>Syntax:</b> uses level-appropriate acquired language structures <u>sufficiently</u> - shows some command of word order maintenance</p> <p><b>Mechanics:</b> has <u>sufficient</u> control of punctuation and capitalization</p> <p><b>Parts of speech:</b> applies parts of speech <u>sufficiently</u> (e.g. verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections)</p> <p><b>Frequency and gravity of grammatical errors:</b> Some/minor grammatical errors which <u>sometimes</u> impede meaning</p> |

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| 2 | <p><b>Task completion:</b> content meets the necessary requirements of the task/question/prompt <u>limitedly</u></p> <p><b>Relevance and expansion:</b> <u>limited</u> expansion of topic with <u>some</u> irrelevant supporting ideas and <u>limited</u> examples informing the target reader</p> <p><b>Fluency:</b> <u>frequent</u> ambiguous and unclear phrases</p> <p><b>Text length:</b> length of the text meets the requirements of the task/question/prompt <u>minimally</u></p>                               | <p><b>Organization of ideas:</b> introduces and concludes the topic with a topic sentence/thesis statement/introduction paragraph/conclusion paragraph (depending on the task) <u>limitedly</u> Supporting ideas and examples are <u>limitedly</u> <u>organized</u> and <u>minimally</u> coherent</p> <p><b>Cohesive devices:</b> <u>limited</u> use of cohesive devices (e.g. articles, pronouns, semantic fields, connectors, discourse markers) and conjunctions that show <u>little</u> rhetoric organization (e.g. adding, sequencing, comparing, illustrating, qualifying and contrasting)</p>   | <p><b>Use of target vocabulary:</b> uses and applies basic target vocabulary <u>limitedly</u> and <u>less appropriately</u> (e.g. synonym/antonym) which may cause strain for the reader</p> <p><b>Choice of lexis:</b> use of <u>limited</u> target lexical items with <u>frequent inaccuracies</u> in word choice and collocation</p> <p><b>Frequency and gravity of lexical errors:</b> <u>Frequent</u> lexical (e.g. word formation, suffix/prefix) and spelling mistakes-Errors <u>frequently</u> impede the meaning</p> | <p><b>Syntax:</b> uses level-appropriate acquired language structures <u>minimally</u>- shows little command of word order maintenance</p> <p><b>Mechanics:</b> has <u>limited</u> control of punctuation and capitalization</p> <p><b>Parts of speech:</b> applies parts of speech <u>minimally</u> (e.g. verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections)</p> <p><b>Frequency and gravity of grammatical errors:</b> Some/minor grammatical errors which <u>frequently</u> impede meaning</p>                                                                                                  |
| 1 | <p><b>Task completion:</b> content <u>rarely</u> meets the necessary requirements of the task/question/prompt</p> <p><b>Relevance and expansion:</b> <u>rare</u> expansion of topic with <u>almost no</u> relevant supporting ideas and <u>almost no</u> examples informing the target reader</p> <p><b>Fluency:</b> <u>lots of</u> ambiguous and unclear phrases</p> <p><b>Text length:</b> length of the text meets the requirements of the task/question/prompt <u>poorly</u></p>                                    | <p><b>Organization of ideas:</b> introduces and concludes the topic with a topic sentence/thesis statement/introduction paragraph/conclusion paragraph (depending on the task) <u>inadequately</u> Supporting ideas and examples are <u>mostly</u> <u>disconnected</u> and <u>incoherent</u></p> <p><b>Cohesive devices:</b> <u>almost no use/misuse</u> of cohesive devices (e.g. articles, pronouns, semantic fields, connectors, discourse markers) and conjunctions that show <u>poor</u> rhetoric organization (e.g. adding, sequencing, comparing, illustrating, qualifying and contrasting)</p> | <p><b>Use of target vocabulary:</b> uses and applies <u>extremely limited</u> range of vocabulary which causes strain for the reader</p> <p><b>Choice of lexis:</b> <u>almost no/misuse</u> of target lexical items with <u>mostly inappropriate</u> word choice Observable L1 interference (e.g. false cognates)</p> <p><b>Frequency and gravity of lexical errors:</b> <u>Severe</u> lexical (e.g. word formation, suffix/prefix) and spelling mistakes which distort the message</p>                                       | <p><b>Syntax:</b> <u>almost no</u> use of level-appropriate acquired language structures - <u>severe</u> violation of word order maintenance - observable L1 interference (e.g. word order)</p> <p><b>Mechanics:</b> <u>almost no/misuse</u> control of punctuation and capitalization</p> <p><b>Parts of speech:</b> <u>inappropriate</u> use of parts of speech (e.g. verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections)- observable L1 interference (e.g. word order)</p> <p><b>Frequency and gravity of grammatical errors:</b> <u>severe</u> grammatical errors which distort the message</p> |
| 0 | <p><b>Task completion:</b> content is totally irrelevant and <u>does not</u> meet the necessary requirements of the task/question/prompt</p> <p><b>Relevance and expansion:</b> <u>no</u> expansion of topic with <u>no</u> relevant supporting ideas and <u>no</u> examples informing the target reader</p> <p><b>Fluency:</b> <u>no</u> or <u>only simple</u> production of phrases at word level</p> <p><b>Text length:</b> length of the text <u>does not</u> meet the requirements of the task/question/prompt</p> | <p><b>Organization of ideas:</b> <u>does not</u> introduce and conclude the topic with a topic sentence/thesis statement/introduction paragraph/conclusion paragraph (depending on the task) <u>no</u> <u>No</u> supporting ideas and examples</p> <p><b>Cohesive devices:</b> <u>absence of</u> cohesive devices (e.g. articles, pronouns, semantic fields, connectors, discourse markers) and no rhetoric organization due to <u>lack of</u> conjunctions (e.g. adding, sequencing, comparing, illustrating, qualifying and contrasting)</p>                                                         | <p><b>Use of target vocabulary:</b> only uses a few isolated words, no concept of target vocabulary</p> <p><b>Choice of lexis:</b> <u>no/misuse</u> of target lexical items</p> <p><b>Frequency and gravity of lexical errors:</b> <u>no control</u> of word formation and/or spelling</p>                                                                                                                                                                                                                                    | <p><b>Syntax:</b> uses a few isolated words, no concept of sentence structure-</p> <p><b>Mechanics:</b> <u>no</u> control of punctuation and capitalization</p> <p><b>Parts of speech:</b> <u>no command</u> of parts of speech (e.g. verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections)</p> <p><b>Frequency and gravity of grammatical errors:</b> failure in conveying a message due to <u>lack of grammar</u></p>                                                                                                                                                                               |

#### WRITING ASSESSMENT RUBRIC for all levels