DESCRIPTIVE PARAGRAPH SCORING RUBRIC					Mark
CONTENT SELECTION AND ORGANIZATION	**Topic Sentence**	3. The TS opens the paragraph clearly establishing the target of the description. It grabs attention and invites to continue reading. (4.5)		2. The TS is dull and uninviting and/or does not provide the reason why the description is relevant/ necessary. (2.5)	1. There is no TS establishing the target of the description. Instead, the writer jumps directly into description. (0)	/4.5
	Supporting Sentences	4. There are 2 to 4 fully developed SSs (with relevant facts, details, and/or examples). The relationship of each SS to the TS and to other SSs (prior or next) is clearly established via the corresponding connecting words. (6)	3. The SSs are unequally developed. Some are neatly packed with relevant facts, details, and/or examples while others resemble neutral statements instead of descriptive sentences. The candidate has aimed at establishing a relationship between the SSs and the TS and among the SSs themselves, successfully in some cases and unsuccessfully in others. (4.5)	2. There are more than four SSs but they are not sufficiently or clearly developed with relevant facts, details, and/or examples. There is no attempt to establish the relationship between the SSs and the TS or among the SSs themselves. (3)	1. The body of the paragraph is constituted by one, excessively long SS or, on the contrary, of a series of short and/or disconnected SSs (e.g., no connecting words or incorrect connecting words are used). The SSs do not provide enough facts, details, or examples to develop the TS or they seem unrelated to it. The relationship of each SS and the TS and among the different SSs is not established or is not clear enough. (1.5)	/6
	Closing Sentence	3. The CS adequately reformulates the TS and/or elements of the SSs and leaves the reader with a lasting image of the person, thing, or place described. It neatly closes the paragraph. (4.5)		2. The CS a) fails to show or does not clearly show its relationship to the TS and/or to the SSs, and b) does not seem to provide a sense of closure to the paragraph (e.g., details, facts, examples that are new or unrelated to the TS/SSs may have been introduced). (2.5)	1. There is no CS. The paragraph ends while still providing information about the target of the description and without adding a final sentence to wrap it all up and close the paragraph. (0)	/4.5

/15

		5.	4.	3.	2.	1.		
USE OF ENGLISH	**Grammar**	5. No penalizable errors (10)	4. One to three penalizable errors. (8)	3. Four to six penalizable errors (6)	2. Seven to nine penalizable errors (4)	1. Ten or more penalizable errors. (2)	/10	
	Vocabulary	4. A wide variety of precise, vivid, sense-reaching words/phrases is used. These words/phrases draw pictures in the reader's mind and linger there. Their placement in the sentence seems accurate, natural and not forced. At least one simile or metaphor has been used. (10)	3. A variety of vivid, sense-reaching words/phrases is used. These words/phrases draw pictures in the reader's mind and may even linger there. Occasionally, however, some of those words/phrases are used inaccurately or seem overdone. (7.5)		2. Sense-reaching words or phrases have not been sufficiently developed (i.e., there are not enough of them to capture the reader's interest, or their use is incorrect). Word choice is vague, mundane, and/or repetitive (i.e., words/ phrases communicate clearly, but the paragraph lacks variety, punch, and or flair). (5)	1. No sense-reaching words or phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately describe the target person, object, or place. It also fails to communicate meaning at the denotative/ representative level. (2.5)	/10	/ 20
MECHANICS	**Spelling**	4. No penalizable errors (3)	3. One or two penalizable errors (2)		2. Three penalizable errors (1)	1. Four or more penalizable errors (0)	/3	
	Punctuation	4. No errors (1)	3. One or two errors (0.75)		2. Three errors (0.5)	1. Four or more errors (0.25)	/1	
	Capitalization	4. No errors (1)	3. One or two errors (0.75)		2. Three errors (0.5)	1. Four or more errors (0.25)	/1	/5
TOTAL								/ 40

CONTENT SELECTION AND ORGANIZATION (15): what is said and whether it is said where it corresponds.

TOPIC SENTENCE (4.5): The roadmap for the paragraph (introduces main idea and tells reader what to expect from rest of paragraph in terms of content).

SUPPORTING SENTENCES (6): The body of the paragraph: SSs develop TS with facts, details, and/or examples. All SSs must relate to TS (i.e., no irrelevant facts, details, or examples should be included). Relationship of each SS to TS must be clearly indicated with connecting words. Same applies to relationship of one SS to next (or previous) one.

CLOSING SENTENCE (4.5): CS ends paragraph reminding reader of person, thing, or place described in SSs. Must clearly show that the writer has completed the message presented in TS restating it with different words and/or leaving the reader with a lasting image of the person, thing, or place described. Does not include new ideas.

USE OF ENGLISH (20)

GRAMMAR (10): Candidates must demonstrate mastery of A1, A2, and B1 grammar topics. Two (or more) instances of the same error will be penalized only once.

VOCABULARY (10): Candidates must use a variety of lexical items.

MECHANICS (5)

SPELLING (3): Supposedly already acquired words (A1, A2, B1) must be correctly spelled (i.e., A1, A2, B1 lexical items are considered penalizable).

PUNCTUATION (1): Common punctuation marks must be correctly used.

1. Sentence endings: period, question mark, and exclamation mark.
2. Within-sentence marks: comma, semicolon, and colon.
3. Other marks: parentheses, double quotation marks, and ellipses.

CAPITALIZATION (1): Capital initial letters must be used in:
Brand names, companies, days, months, historical episodes and eras, holidays, institutions, manmade structures, manmade territories, landmarks, nicknames, organizations, planets, races/nationalities/tribes, religions and names of deities, special occasions, streets and roads.

	OPINION ESSAY/ PARAGRAPH		SCORING RUBRIC			Mark
NORGANIZATIOANDSELECTIONCONTENT	**Topic Sentence/ Introductory Paragraph**	3. The TS/IP opens the paragraph/essay effectively (i.e., it clearly introduces the topic), grabs attention and invites to continue reading. The writer's opinion is clearly established here. (4.5)		2. The TS/IP does not effectively introduce the topic (i.e. it is not clear what the rest of the paragraph/essay is going to be about), is dull and uninviting, and/or does not include the opinion of the writer. (2.5)	1. There is no TS/IP establishing the topic. Instead, the writer jumps directly into opinion. (0)	/4.5
	Supporting Sentences/ Supporting Paragraphs	4. There are 2 to 4 fully developed SSs (with relevant facts, details, and/or examples), or 2 fully developed paragraphs. The relationship of each SS to the TS and to other SSs (prior or next) is clearly established via the corresponding connecting words. (6)	3. The SSs are unequally developed. Some are neatly packed with relevant facts, details, and/or examples while others resemble neutral statements instead of arguments in support of the opinion initially established. The candidate has aimed at establishing a relationship between the SSs and the TS and among the SSs themselves, successfully in some cases and unsuccessfully in others (i.e., correct or incorrect use of connecting words). (4.5)	2. There are more than four SSs but they are not sufficiently or clearly developed with relevant facts, details, and/or examples. There is no attempt (i.e. no use of connecting words) to establish the relationship between the SSs and the TS or among the SSs themselves. (3)	1. The body of the paragraph is constituted by one, excessively long SS or, on the contrary, of a series of short and/or disconnected SSs (e.g., no connecting words or incorrect connecting words are used). The SSs do not provide enough facts, details, or examples to develop the TS or they seem unrelated to it. The relationship of each SS and the TS and among the different SSs is not established or is not clear enough. (1.5)	/6
	Closing Sentence/ Closing Paragraph	3.The CS/CP: a) restates the writer's opinion introduced in the TS/IP in a new, more insightful manner and new words and, if possible, summarizes the main arguments. b) includes a call to action. It neatly ends the paragraph/ essay and reinforces the writer's opinion. (4.5)		2. The CS/CP: a) does not restate the writer's opinion or repeats it in basically the same words as those used in the TS/IP, and b) does not sum up the main arguments or does not include a call to action. Overall, it fails to reinforce the writer's opinion and close the paragraph. (2.5)	1. There is no CS/CP. The paragraph/essay ends while still providing arguments in support of the writer's opinion. Thus, there is no sense of closure to the paragraph/ essay whatsoever. (0)	/4.5

/15

		5. No penalizable errors (10)	4. One to three penalizable errors. (8)	3. Four to six penalizable errors (6)	2.Seven to nine penalizable errors (4)	1. Ten or more penalizable errors. (2)		
USE OF ENGLISH	**Grammar**	5. No penalizable errors (10)	4. One to three penalizable errors. (8)	3. Four to six penalizable errors (6)	2.Seven to nine penalizable errors (4)	1. Ten or more penalizable errors. (2)	/10	
	Vocabulary	4. A wide variety of topic-related words/phrases is used. These words/ phrases draw pictures in the reader's mind and linger there. Their placement in the sentence seems accurate, natural and not forced. (10)	3. A variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and may even linger there. Occasionally, however, some of those words/phrases are used inaccurately or seem overdone. (7.5)		2. Topic-related words or phrases have not been sufficiently developed (i.e., there are not enough of them to capture the reader's interest, or their use is incorrect). Word choice is vague, mundane, and/or repetitive (i.e., words/ phrases communicate clearly, but the paragraph lacks variety, punch, and or flair). (5)	1. No topic-related words or phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately present the arguments in favour or against the issue being discussed. It also fails to communicate meaning at the denotative/ representative level. (2.5)	/ 10	/ 20
SANICMECH	**Spelling**	4. No penalizable errors (3)	3. One or two penalizable errors (2)		2. Three penalizable errors (1)	1. Four or more penalizable errors (0)	/ 3	
	Punctuation	4. No errors (1)	3. One or two errors (0.75)		2. Three errors (0.5)	1. Four or more errors (0.25)	/ 1	
	Capitalization	4. No errors (1)	3. One or two errors (0.75)		2. Three errors (0.5)	1. Four or more errors (0.25)	/ 1	/5
TOTAL								/4 0

CONTENT SELECTION AND ORGANIZATION (15): what is said and whether it is said where it corresponds.

TOPIC SENTENCE (4.5): The TS/IP clearly establishes the topic to be discussed along the paragraph/essay and PROVIDES THE WRITER'S OPINION.

SUPPORTING SENTENCES (6): The body of the paragraph: SSs/SPs develop TS/IP with facts, details, and/or examples. All SSs/SPs must relate to TS/IP (i.e., no irrelevant facts, details, or examples should be included). Relationship of each SS/SP to TS/IP must be clearly indicated with connecting words. Same applies to relationship of one SS/SP to next (or previous) one.

CLOSING SENTENCE (4.5): The CS/CP must restate the writer's opinion (and, if possible, the main arguments put forward for this opinion) and include a call to action. Overall, the conclusion must contribute to convince the reader of the writer's opinion.

USE OF ENGLISH (20)

GRAMMAR (10): Candidates must demonstrate mastery of A1, A2, and B1 grammar topics. Two (or more) instances of the same error will be penalized only once.
VOCABULARY (10): Candidates must use a variety of lexical items.

MECHANICS (5) (Spelling, Punctuation and Capitalization)

SPELLING (3): Supposedly already acquired words (A1, A2, B1) must be correctly spelled (i.e., A1, A2, B1 lexical items are considered penalizable).

PUNCTUATION (1): Common punctuation marks must be correctly used. 1. Sentence endings: period, question mark, and exclamation mark. 2.Within-sentence marks: comma, semicolon, and colon. 3. Other marks: parentheses, double quotation marks, and ellipses.

CAPITALIZATION (1): Capital initial letters must be used in:
Brand names, companies, days, months, historical episodes and eras, holidays, institutions, manmade structures, manmade territories, landmarks, nicknames, organizations, planets, races/nationalities/tribes, religions and names of deities, special occasions, streets and roads.

ARGUMENTATIVE ESSAY/ PARAGRAPH		SCORING RUBRIC		Mark

						Mark
CONTENT SELECTION AND ORGANIZATION	**Topic Sentence/ Introductory Paragraph**	3. The TS/IP opens the paragraph/essay effectively (i.e. it clearly introduces the topic), grabs attention and invites to continue reading. Personal opinion is not included in this part of the text. (4.5)		2. The TS/IP is dull and uninviting, does not effectively introduce the topic, and/or includes the opinion(s) of the writer. (2.5)	1. There is no TS/IP establishing the topic. Instead, the writer jumps directly into argumentation. (0)	/4.5
	Supporting Sentences/ Supporting Paragraphs	4. There are 2 to 4 fully developed SSs (with relevant facts, details, and/or examples), or 2 fully developed paragraphs, one on either side of the argument). The relationship of each SS to the TS and to other SSs (prior or next) is clearly established via the corresponding connecting words. (6)	3. The SSs are unequally developed. Some are neatly packed with relevant facts, details, and/or examples while others resemble neutral statements instead of arguments in favour or against the issue being discussed. The candidate has aimed at establishing a relationship between the SSs and the TS and among the SSs themselves, successfully in some cases and unsuccessfully in others (i.e., correct or incorrect use of connecting words). (4.5)	2. There are more than four SSs but they are not sufficiently or clearly developed with relevant facts, details, and/or examples. There is no attempt (i.e. no use of connecting words) to establish the relationship between the SSs and the TS or among the SSs themselves. (3)	1. The body of the paragraph is constituted by one, excessively long SS or, on the contrary, of a series of short and/or disconnected SSs (e.g., no connecting words or incorrect connecting words are used). The SSs do not provide enough facts, details, or examples to develop the TS or they seem unrelated to it. The relationship of each SS and the TS and among the different SSs is not established or is not clear enough. (1.5)	/6
	Closing Sentence/ Closing Paragraph	3.The CS/CP: a) restates the issue introduced in the TS/IP in a new, more insightful manner and new words b) includes the writer's opinion with appropriate justification, and c) does not include new ideas. It neatly ends the paragraph/essay and leaves the reader with a sense of closure. (4.5)		2. The CS/CP: a) fails to link back to the TS/IP, or does it mainly by repeating it (TS/IP) with very similar words. b) does not provide the writer's opinion, or an opinion is included but not conveniently justified; c) includes one or more new ideas. (2.5)	1. There is no CS/CP. The paragraph/essay ends while still providing information about the different arguments put forward in the paragraph/essay. Thus, there is no sense of closure to the paragraph/ essay whatsoever. (0)	/4.5
						/15

		5 / 4	4 / 3	3	2	1		
USE OF ENGLISH	**Grammar**	5. No penalizable errors (10)	4. One to three penalizable errors. (8)	3. Four to six penalizable errors (6)	2. Seven to nine penalizable errors (4)	1. Ten or more penalizable errors. (2)	/10	
	Vocabulary	4. A wide variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and linger there. Their placement in the sentence seems accurate, natural and not forced. (10)	3. A variety of topic-related words/ phrases is used. These words/phrases draw pictures in the reader's mind and may even linger there. Occasionally, however, some of those words/phrases are used inaccurately or seem overdone. (7.5)		2. Topic-related words or phrases have not been sufficiently developed (i.e., there are not enough of them to capture the reader's interest, or their use is incorrect). Word choice is vague, mundane, and/or repetitive (i.e., words/ phrases communicate clearly, but the paragraph lacks variety, punch, and or flair). (5)	1. No topic-related words or phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately present the arguments in favour or against the issue being discussed. It also fails to communicate meaning at the denotative/ representative level. (2.5)	/10	/20
MECHANICS	**Spelling**	4. No penalizable errors (3)	3. One or two penalizable errors (2)		2. Three penalizable errors (1)	1. Four or more penalizable errors (0)	/3	
	Punctuation	4. No errors (1)	3. One or two errors (0.75)		2. Three errors (0.5)	1. Four or more errors (0.25)	/1	
	Capitalization	4. No errors (1)	3. One or two errors (0.75)		2. Three errors (0.5)	1. Four or more errors (0.25)	/1	/5
TOTAL								/40

CONTENT SELECTION AND ORGANIZATION (15): what is said and whether it is said where it corresponds.

TOPIC SENTENCE (4.5): The TS/IP clearly establishes the topic to be discussed along the paragraph/essay and DOES NOT provide the writer's opinion(s).

SUPPORTING SENTENCES (6): The body of the paragraph: SSs/SPs develop TS/IP with facts, details, and/or examples. All SSs/SPs must relate to TS/IP (i.e., no irrelevant facts, details, or examples should be included). Relationship of each SS/SP to TS/IP must be clearly indicated with connecting words. Same applies to relationship of one SS/SP to next (or previous) one.

CLOSING SENTENCE (4.5): The CS/CP must leave the reader with some final thoughts (not new ideas) on the issue discussed and the supporting points included in the paragraph/essay.

USE OF ENGLISH (20)

GRAMMAR (10): Candidates must demonstrate mastery of A1, A2, and B1 grammar topics. Two (or more) instances of the same error will be penalized only once.

VOCABULARY (10): Candidates must use a variety of lexical items.

MECHANICS (5) (Spelling, Punctuation and Capitalization)

SPELLING (3): Supposedly already acquired words (A1, A2, B1) must be correctly spelled (i.e., A1, A2, B1 lexical items are considered penalizable).

PUNCTUATION (1): Common punctuation marks must be correctly used. 1. Sentence endings: period, question mark, and exclamation mark. 2.Within-sentence marks: comma, semicolon, and colon. 3. Other marks: parentheses, double quotation marks, and ellipses.

CAPITALIZATION (1): Capital initial letters must be used in:
Brand names, companies, days, months, historical episodes and eras, holidays, institutions, manmade structures, manmade territories, landmarks, nicknames, organizations, planets, races/nationalities/tribes, religions and names of deities, special occasions, streets and roads.

		E-MAIL	SCORING RUBRIC			Mark
IONNISATORGAANDNCTIOSELEENTCONT	**Recipient (R)**	3. The recipient has been indicated and the format is correct. (0.5)	2. The recipient has been indicated but the format is not correct. (0.25)	1. The recipient has not been indicated. (0)	/ 0.5	
	Sender (S)	3. The sender has been indicated and the format is correct. (0.5)	2. The sender has been indicated but the format is not correct. (0.25)	2. The sender has not been indicated. (0)	/ 0.5	
	Subject Line (SL)	3. The subject line briefly and clearly summarises the content of the email. (1)	2. The subject line does not clearly summarise the content of the email, is too short/too long, or seems unrelated to the content of the email. (0.5)	1. The subject line has not been included. (0)	/1	
	Greeting (G)	3. The level of formality of the greeting formula agrees with the type of relationship between the sender and the recipient. (0.5)	2. The level of formality of the greeting formula does not agree with the type of relationship between the sender and the recipient. (0.25)	1. The greeting formula has not been included (or it has not been included where it corresponds). (0)	/ 0.5	
	Body (B)	3. The body includes a couple of lines to refer to the recipient's previous email and/or indicate the reason(s) for replying to the recipient's previous email (if there was one), and establishes and details the content of the communication with the recipient (i.e., it accomplishes the communication goals indicated in the task instructions). (10)	2. The body fails to (a) refer to the recipient's previous email (when it should be necessary to do so); (b) indicate the reason(s) for replying to the recipient's previous email (when it should be necessary to do so), OR (c) establish and detail the content of the communication with the recipient (i.e., it does not accomplish the communication goal(s) indicated in the task instructions). (5)	1. The body fails to include two or more of the elements indicated in the previous section (a and b; a and c; or b and c above). (2.5)	/ 10	
	Closing (C)	3. The closing part includes: a) a line or two to indicate (why) communication is ended at that point (e.g. I've to leave you now, my parents are waiting for me.') or to send greetings and/or make reference for future contact (e.g. 'Don't forget to let me know the date of the party!' AND b) a closing phrase ' to say goodbye' appropriately (e.g. 'Take care' or 'Best wishes'). (2)	2. The closing part is missing: a) a line or two to indicate (why) communication is ended at that point (e.g. I've to leave you now, my parents are waiting for me.') or to send greetings and/or make reference for future contact (e.g. 'Don't forget to let me know the date of the party!' AND/OR b) a closing phrase 'to say goodbye' appropriately (e.g. 'Take care' or 'Best wishes'). (1)	1. There is no closing to the email. (0)	/ 2	
	Signing Off (SO)	3. The sender includes his/her name where it corresponds and in an appropriate format (e.g. 'Jane', not 'Jane Smith'). (1)	2. The sender includes his/her name and family name ('Jane Smith'), the initial of his/her name and a family name ('J. Smith'), the initials of his/her name and those of his/her family name ('J.S.'), or his/her family name alone ('Jones'). (0.5)	1. The sender does not include his/her name. (0)	/1	
						/15

USE OF ENGLISH	**Grammar**	5. No penalizable errors (10)	4. One to three penalizable errors. (8)	3. Four to six penalizable errors (6)	2. Seven to nine penalizable errors (4)	1. Ten or more penalizable errors. (2)	/10	/20
	Vocabulary	4. A wide variety of topic-related words/phrases is used. These words/ phrases draw pictures in the reader's mind and linger there. Their placement in the sentence seems accurate, natural and not forced. (10)	3. A variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and may even linger there. Occasionally, however, some of those words/phrases are used inaccurately or seem overdone. (7.5)	2. Topic-related words or phrases have not been sufficiently developed (i.e., there are not enough of them to capture the reader's interest, or their use is incorrect). Word choice is vague, mundane, and/or repetitive (i.e., words/phrases communicate clearly, but the paragraph lacks variety, punch, and or flair). (5)		1. No topic-related words or phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to communicate meaning at the denotative/ representative level. (2.5)	/10	
MECHANICS	**Spelling**	4. No penalizable errors (3)	3. One or two penalizable errors (2)	2. Three penalizable errors (1)		1. Four or more penalizable errors (0)	/3	/5
	Punctuation	4. No errors (1)	3. One or two errors (0.75)	2. Three errors (0.5)		1. Four or more errors (0.25)	/1	
	Capitalization	4. No errors (1)	3. One or two errors (0.75)	2. Three errors (0.5)		1. Four or more errors (0.25)	/1	
TOTAL								/40

CONTENT SELECTION AND ORGANISATION (15): what is said and whether it is said where it corresponds.

Recipient (R): the email address of the person to whom the email will be sent.
Sender (S): the email address of the person who sends the email. If the task instructions do not specify the sender's email address, the candidate will have to make one up, not use his/her real one.
Subject Line (SL): a phrase or short sentence (between 3 and 7 words) to briefly indicate what the email is about (e.g. 'Party at my house this Friday').
Greeting (G): the formula to greet (or say hello to) the recipient.
Body (B): the central part of the email, which establishes the aim(s) and details of the communication between the sender and the recipient.
Closing (C): the last part of the email, which appropriately ends the communication with the recipient.
Signing Off (SO): the sender's name at the very end of the email. If the task instructions do not specify the sender's name, the candidate will have to make one up, not use his/her real one.

USE OF ENGLISH (20): grammar and vocabulary.

Grammar (10): Candidates must demonstrate mastery of A1, A2, and B1 grammar topics. Two (or more) instances of the same error will be penalized only once. The grammar must be adequate to the level of formality of the communication and it should be grammar that is used in written English, not in oral English. E.g. 'I don't know' would be accepted instead of 'I do not know', but 'dunno' will not be accepted. In the same way, 'isn't' is accepted instead of 'is not' , but 'ain't' will not be accepted, as these expressions are typical of oral discourse.

Vocabulary (10): Candidates must use a variety of lexical items (individual words and collocations) that are clearly related to the topic of the communication and to the required level of proficiency (B1). Slightly informal varieties of more formal lexical items (including phrasal verbs) are accepted.
The use of a single offensive lexical item will be penalised and this section will be automatically rated with the minimum score: 2.5.

MECHANICS (5) (Spelling, Punctuation and Capitalization)

Spelling (3): Supposedly already acquired words (A1, A2, B1) must be correctly spelled (i.e., A1, A2, B1 lexical items are considered penalizable).

Punctuation (1): Common punctuation marks must be correctly used. 1. Sentence endings: period, question mark, and exclamation mark. 2.Within-sentence marks: comma, semicolon, and colon. 3. Other marks: parentheses, double quotation marks, and ellipses.

Capitalisation (1): Capital initial letters must be used in:
Brand names, companies, days, months, historical episodes and eras, holidays, institutions, manmade structures, manmade territories, landmarks, nicknames, organizations, planets, races/nationalities/tribes, religions and names of deities, special occasions, streets and roads.

Title: _____

Descriptive paragraph

DESCRIPTIVE PARAGRAPH

Content selection and organization (15)	Topic sentence	The topic sentence • Opens the paragraph clearly establishing the target of the description • grabs attention • invites to continue reading	The topic sentence • is dull and uninviting, and/or • does not provide the reason why the description is relevant/necessary		• There is no topic sentence establishing the target of the description.	/4.5	/15
		4.5	2.5		0		
	Supporting sentences	There are • 2-4 fully developed sentences with relevant facts, details and/or examples. • The relation of SS to the TS and to other SSs is clearly established via appropriate connectors.	• The SSs are unequally developed. Sometimes the relation between the SSs to the TS and to other SSs and among the SSs themselves is not sucessful.	There are more than four SSs but • they are not fully or clearly developed with relevant facts, details and/or examples. • there are no connections between the SSs and the SSs themselves.	• The body of the paragraph is - one excessively long SS or - a series of short and/or disconnected SSs. • The SSs do not provide enough facts, details or examples to develop the TS. • There are no relations between each SS and the TS and among the different SSs or they are not clear enough.	/6	
		6	4.5	3	1.5		
	Closing sentence	The concluding sentence • reformulates the TS and/or elements of the SSs and • leaves the reader with a lasting image of the person, thing, or place described. • It neatly closes the paragraph.	The concluding sentence • fails to show or does not clearly show its relationship to the TS and/or to the SSs, and • does not seem to provide a sense of closure to the paragraph (e.g., details, facts, examples that are new or unrelated to the TS/SSs may have been introduced).		• There is no concluding sentence • The paragraph ends while still providing information about the target of the description and without adding a final sentence	/4.5	
		4.5	2.5		0		

Use of English (20)	Grammar	No penalizable errors	1-3 errors	4-6 errors	7-9 errors	10 or more errors	/10	/2
		10	8	6	4	2		
	Vocabulary	• A wide variety of precise, vivid, sense-reaching words/phrases is used. • These words/phrases draw pictures in the reader's mind and linger there. Their placement in the sentence seems accurate, natural and not forced. • At least one simile or metaphor has been used.	• A variety of topic-related words/phrases is used. • These words/phrases draw pictures in the reader's mind and may even linger there • Occasionally, some of these words/phrases are used inaccurately or seem overdone.	• Sense-reaching words or phrases have not been sufficiently developed (there are not enough of them or their use is incorrect • Word choice is vague, mundane, and/or repetitive.		• No sense-reaching words or phrases are used, or they are used incorrectly. • Word choice is bland, repetitive, limited and fails to accurately describe the target person, object or place. • It also fails to communicate meaning at the denotative/ representative level.	/10	
		10	7.5	5		2.5		
Mechanics	Spelling	No penalizable errors are found	1-2 errors	3 penalizable errors		4 or more penalizable errors	/3	
		3	2	1		0		
	Punctuation	No errors	1-2 errors	3 errors		4 or more errors	/1	
		1	0.75	0.5		0.25		
	Capitalization	No errors	1-2 errors	3 errors		4 or more errors	/1	
		1	0.75	0.5		0.25		
						TOTAL	/4	

Title: _____

Mark: ___/40

Opinion essay/paragraph

OPINION ESSAY/ PARAGRAPH

Content selection and organization	Topic sentence/ introductory paragraph	The TS/IP • clearly introduces the topic • grabs attention • expresses the writer's opinion clearly 4.5	The TS/IP • does not effectively introduce the topic • is dull and uninviting, and/or • does **not** include the writer's opinion 2.5	• There is no TS/IP establishing the topic. 0	/4.5
	Supporting sentences/ paragraphs	There are • 2-4 fully developed sentences or • 2 fully developed paragraphs • enough connectors between sentences/ paragraphs 6	• The SSs are unequally developed. • The connectors are not always used correctly 4.5	• There are more than four SSs but • they are not fully or clearly developed • There is no use of connectors. 3	• The body of the paragraph is - one excessively long SS or - a series of short and/or disconnected SSs. • The SSs do not provide enough details or examples or they seem unrelated to the TS. • There is no clear relation between each SS and the TS and among the different SSs. 1.5	/6
	Closing sentence/ paragraph	The CS/CP • restates the writer's opinion introduced in the TS/IP in a new manner and, if possible, summarizes the main arguments. • includes a call to action and reinforces the writer's opinion. 4.5	The CS/CP: • does not restate the writer's opinion or repeats it in basically the same words as those used in the TS/IP, and • does not sum up the main arguments or does not include a call to action. • Overall, it fails to reinforce the writer's opinion and close the paragraph. 2.5	There is no CS/CP. 0	/4.5

/15

		No penalizable errors	1-3 errors	4-6 errors	7-9 errors	10 or more errors	/10
Use of English	Grammar	10	8	6	4	2	
	Vocabulary	• A wide variety of topic-related words/phrases is used. • Their placement in the sentence seems accurate, natural and not forced. 10	• A variety of topic-related words/phrases is used. • Occasionally, some of those words/ phrases are used inaccurately or seem overdone. 7.5	• Topic-related words or phrases have not been sufficiently developed. • Word choice is vague, mundane, and/or repetitive. 5	• No topic-related words or phrases are used, or they are used incorrectly. • Word choice is bland, repetitive, limited, and fails to accurately present the arguments. • It also fails to communicate meaning at the denotative/ representative level. 2.5		/10

/20

		No penalizable errors are found	1-2 errors	3 penalizable errors	4 or more penalizable errors	/3
Mechanics	Spelling	3	2	1	0	
	Punctuation	No errors	1-2 errors	3 errors	4 or more errors	/1
		1	0.75	0.5	0.25	
	Capitalization	No errors	1-2 errors	3 errors	4 or more errors	/1
		1	0.75	0.5	0.25	

/5

	TOTAL	/40

Title: _____

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Argumentative essay/paragraph

ARGUMENTATIVE ESSAY/ PARAGRAPH

Content selection and organization (15)	Topic sentence/ introductory paragraph	The TS/IP clearly introduces the topic grabs attention invites to continue reading does not include opinions		The TS/IP does not effectively introduce the topic is dull and uninviting, and/or includes the writer's opinion		There is no TS/IP establishing the topic.	/4.5	/15
		4.5		2.5		0		
	Supporting sentences/ paragraphs	There are 2-4 fully developed sentences or 2 fully developed paragraphs enough connectors between sentences/ paragraphs	The SSs are unequally developed. There are connectors but they do not always establish relations between sentences and paragraphs successfully	There are more than four SSs but they are not fully or clearly developed there is no use of connectors.		The body of the paragraph is - one excessively long SS or - a series of short and/or disconnected SSs. The SSs do not provide enough details or examples or they seem unrelated to the TS. There is no clear relation between each SS and the TS and among the different SSs.	/6	
		6	4.5	3		1.5		
	Closing sentence/ paragraph	The CS/CP restates the issue in the TS/IP in a new more insightful manner and new words includes the writer's opinion with appropriate justification does not include new ideas neatly ends the paragraph		The CS/CP: fails to link back to the TS/IP or reapeat it with very similar words does not provide the writer's opinion an opinion is included but not conveniently justified and/or includes one or more new ideas		There is no CS/CP The paragraph/essay ends while still providing information There is no sense of closure	/4.5	
		4.5		2.5		0		

Use of English (20)	Grammar	No penalizable errors	1-3 errors	4-6 errors	7-9 errors	10 or more errors	/10	/20
		10	8	6	4	2		
	Vocabulary	A wide variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and linger there Their placement in the sentence seems accurate, not forced	A variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and may even linger there Occasionally, some of these words/phrases are used inaccurately or seem overdone.	Topic-related words or phrases have not been sufficiently developed (there are not enough of their use is incorrect Word choice is vague, mundane, and/or repetitive.		No topic-related words or phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately present the arguments. It also fails to communicate meaning at the denotative/ representative level.	/10	
		10	7.5	5		2.5		

Mechanics	Spelling	No penalizable errors are found	1-2 errors	3 penalizable errors	4 or more penalizable errors	/3	/5
		3	2	1	0		
	Punctuation	No errors	1-2 errors	3 errors	4 or more errors	/1	
		1	0.75	0.5	0.25		
	Capitalization	No errors	1-2 errors	3 errors	4 or more errors	/1	
		1	0.75	0.5	0.25		

TOTAL /40

TOTAL /40

Title: _____

Informal email

		INFORMAL EMAIL			
Content selection and organization (15)	**Recipient (R)**	• The R has been indicated and the format is correct 0.5	• The recipient has been indicated but the format is not correct. 0.25	• The recipient has not been indicated. 0	/0.5
	Sender (S)	• The S has been indicated and the format is correct. 0.5	• The S has been indicated but the format is not correct. 0.25	• The sender has not been indicated 1.5	/0,5
	Subject line (SL)	• The SL briefly and clearly summarises the content of the email. 1	The subject line • does not clearly summarise the content of the email, OR • is too short/too long, OR • seems unrelated to the content of the email. 0.5	• The subject line has not been included. 0	/1
	Greeting Formula (GF)	• The level of formality of the GF agrees with the type of relationship between the S and the R. 0.5	• The level of formality of the GF does not agree with the type of relationship between the S and the R. 1,25	• The level of formality of the GF has not been included OR • it has not been included where it corresponds. 0	/15 ... 0,5
	Body	• The body includes a couple of lines to refer to the recipient's previous email and/or indicate the reason(s) for replying to the recipient's previous email (if there was one), AND • it accomplishes the communication goals indicated in the task instructions. 10	The body fails to (a) refer to the recipient's previous email (when it should be necessary to do so); OR (b) indicate the reason(s) for replying to the recipient's previous email (when it should be necessary to do so), OR (c) it does not accomplish the communication goal(s) indicated in the task instructions). 5	• The body fails to include two or more of the elements indicated in the previous section (a and b; a and c; or b and c above). 2,5	/10

Use of English (20)	**Closing**	The closing part includes: a) a line or two to indicate (why) communication is ended OR to send greetings AND/OR make reference for future contact AND b) a closing phrase ' to say goodbye' 2	The closing part is missing: a) a line or two to indicate (why) communication is ended OR or to send greetings OR make reference for future contact AND/OR b) a closing phrase 'to say goodbye' 1		There is no closing to the email. 0	2
	Signing off	The sender includes his/her name in the appropriate place and format. 1	The sender includes his/her name and family name, or the initials. 0,5		The sender does not include his/her name. 0	1
	Grammar	No penalizable errors 10	1-3 errors 8	4-6 errors 6	7-9 errors 4	10 or more errors 2	/10
	Vocabulary	• A wide variety of topic-related words/phrases • They draw pictures in the reader's mind and linger there. • Their placement in the sentence seems accurate, natural and not forced. 10	• A variety of topic-related words/phrases. • They draw pictures in the reader's mind and may linger there • Occasionally, some of them are used accurately or seem overdone. 7.5	• There are not enough topic-related words or phrases or their use is incorrect. • Word choice is vague, mundane, and/or repetitive. 5	• No topic-related words or phrases are used, or used incorrectly. • Word choice is bland, repetitive, limited, and fails to present the ideas even at the most basic level. 2.5	/10 ... /20
Mechanics	**Spelling**	No penalizable errors 3	1-2 penalizable errors 2	3 penalizable errors 1	4 or more penalizable errors 0	/3
	Punctuation	No errors 1	1-2 errors 0.75	3 errors 0.5	4 or more errors 0.25	/1 ... /5
	Capitalization	No errors 1	1-2 errors 0.75	3 errors 0.5	4 or more errors 0.25	/1

TOTAL /40