



Writing Tasks

Writing Tasks	Excellent 1	Good 0.75	Average/Fair 0.5	Poor 0.25	Not achieved 0
<p>Task fulfilled with a positive effect on reader. Achievement of communicative aim and adequacy to topic.</p> <p>20%</p>	The task is fulfilled and all the required points are covered. All elements of the message are fully communicated. Completely relevant to topic.	The task is mostly fulfilled and all the required points are covered. All elements of the message are fully communicated with minimum effort required of the reader. Mostly relevant to topic.	The task is satisfactorily fulfilled and all the required points are covered. Most elements of the message are communicated with some effort required of the reader. Mostly relevant to topic.	The task is poorly fulfilled and some of the required points are not covered. The message is not fully communicated and requires significant effort from the reader. Partly relevant to topic.	The task is not fulfilled or not all the required points are covered. Missing elements. Only part of the message is communicated with excessive effort required of the reader. Out of topic.
<p>Clear presentation of meaningful ideas and arguments. Content and coherence.</p> <p>15%</p>	All content is relevant and meaningful and it's clearly presented. No incoherences.	Most content is relevant and meaningful and clearly presented. Little irrelevance or incoherence may be present.	Content is overall relevant and meaningful and clearly presented. Some irrelevance or incoherence may be present.	Content is poor, somewhat irrelevant or not clearly presented. Irrelevance or incoherence may shock the reader.	Content is very poor, irrelevant or not clearly presented. It may shock the reader and impede understanding.
<p>Cohesion , punctuation and use of discourse markers. Text organization and paragraphing.</p> <p>15%</p>	The text is well organized using a great variety of appropriate linking words and other cohesive devices with excellent command. Correctly punctuated.	The text is organized using a good variety of appropriate linking words and other cohesive devices with good command. Mostly correctly punctuated.	The text is fairly organized using some appropriate linking words and cohesive devices with fair command. Some punctuation errors that don't impede comm.	The text is poorly organized using only basic linking words with little command of other cohesive devices. Poorly punctuated. Errors may impede comprehension.	The text is poorly organized lacking a variety of appropriate linking words or other cohesive devices. Abundant punctuation errors that may impede comprehension.
<p>Respecting structure, style and register for the type of text.</p> <p>10%</p>	The text fully respects the structure, style and register of the text type required.	The text mostly respects the structure, style and register of the text type required with little distortion.	The text fairly respects the structure, style and register of the text type required with some deviation.	The text poorly respects the structure, style and register of the text type required with abundant deviation.	The text doesn't respect the structure, style and register of the text type required.
<p>Language (1): range and accuracy of grammar and structures.</p> <p>20%</p>	Uses a great range of simple and complex grammatical structures with an excellent degree of control. Errors do not impede communication.	Uses a fair range of simple and complex grammatical structures with a good degree of control. Errors do not impede communication.	Uses simple grammatical forms with a fair degree of control. Errors are noticeable but meaning can still be determined.	Uses mostly simple grammatical forms with poor degree of control. Errors may impede communication.	Uses very simple grammatical forms with poor degree of control. Errors impede communication.
<p>Language (2): range/ richness and accuracy of lexis. Spelling correctness.</p> <p>20%</p>	Uses a great range of common and specialized lexis appropriately according to context. Very scarce spelling errors, which do not impede communication.	Uses a fair range of common and specialized lexis mostly appropriately according to context. Some spelling errors, which do not impede communication.	Uses mostly common and little specialized lexis reasonably appropriately. Some spelling errors, which may interfere in communication.	Uses basic vocabulary reasonably appropriately. Errors may impede understanding.	Uses very basic vocabulary with poor degree of command. Errors impede understanding.