

Writing – Scoring Guides

Task 1: Edit

Scores	Development and Language Use
4	- Corrects all eight errors
3	- Corrects five to six errors
2	- Corrects three to four errors
1	- Corrects one to two errors
0	- Attempts to correct all errors but does so incorrectly or makes no attempt to correct errors, only copies words from the stimulus, consists of only unrelated content, consists of keystroke characters, or is written in a foreign language.

Task 2: Rephrase-Summarize

Scores	Development and Language Use
4	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - Is well organized and shows identification of main points - shows lexical variation (nouns, adjectives, verbs and adverbs; using synonyms or contextually equivalent expressions) - displays a varied sentence structure appropriate for the task (transforming active/passive, changing syntax phrases order) - may contain minor errors but they do not interfere with meaning or clarity
3	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - is generally organized, with an occasional failures in identification of main points vs. irrelevant detail - shows some lexical variation (nouns, adjectives, verbs and adverbs; using synonyms or contextually equivalent expressions) although half of the vocabulary is not changed - may display some varied sentence structure restructuring some phrases - may contain errors that occasionally interfere with meaning
2	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - identification of main ideas is attempted but is often unclear or missing, or irrelevant details are mostly included - shows little lexical variation (e.g. vocabulary is simple and mostly repeated from original text), or frequently uses vocabulary incorrectly - shows little variation in sentence structure (e.g., sentences are mostly simple and short, keeping the very same organization of the original text), or shows little control of sentence structures - may contain errors that interfere with meaning
1	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - provides incoherent or irrelevant information, or no support for any of the points

	<ul style="list-style-type: none"> - is generally unorganized and incoherent - displays scarce vocabulary change that is frequently used incorrectly - uses mostly incorrect sentence structures or copied from original text - displays many errors that seriously interfere with meaning
0	Only copies words from the prompt, rejects the prompt, is completely off topic, consists of keystroke characters, is written in a foreign language, or is a blank

Task 3: Email

Scores	Development and Language Use
4	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - completes the tasks accurately and responds to all questions in the e-mail, directly or indirectly - is coherent and uses coherence devices fluently (linking words, crossed references, deictic pronouns) - shows lexical variation appropriate for the task (synonyms, rephrasing, accurate vocabulary, avoids repetition) - displays a varied sentence structure appropriate for the task (subordinate clauses, modality, varied verb tenses, adverbial phrases) - may contain minor errors but they do not interfere with meaning
3	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - responds to most questions in the e-mail, directly or indirectly, but one of the tasks is partially missing - is generally coherent using linking words or deictic pronouns - shows some lexical variation appropriate for the task (accurate vocabulary, avoids repetition) - may display variation in sentence structure appropriate for the task (adverbial phrases, subordinate clauses, suitable verb tenses) - may contain some errors that occasionally interfere with meaning
2	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - does not complete all the tasks and responds only to half of the questions in the e-mail - may be incoherent or disorganized at times or shows no coherence devices - shows little lexical variation (e.g., vocabulary is simple and repetitive), or often uses vocabulary incorrectly. - may show little control of sentence structures - contains errors that frequently interfere with meaning
1	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - responds minimally to one question in the e-mail - is generally incoherent or irrelevant to task - displays limited vocabulary frequently used incorrectly - uses mostly incorrect sentence structures - displays many errors that seriously interfere with meaning
0	Only copies words from the prompt, rejects the prompt, is completely off topic, consists of keystroke characters, is written in a foreign language, or is a blank

Task 4: Essay

Scores	Development and Language Use
5.5-6	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - clearly states a position on the topic - provides support for the position, with specific details, evidence and/or examples - is mostly well organized and coherent; shows logical sequence; uses coherence devices fluently and effectively (complex linking words, crossed references, deictic pronouns) - shows lexical variation appropriate for the task (synonyms, rephrasing, accurate vocabulary, avoids repetition) - displays a varied sentence structure appropriate for the task (subordinate clauses, modality, varied verb tenses, adverbial phrases, word order for focus, reinforcement strategies) - may contain minor errors but they do not interfere with meaning or clarity
4-5.25	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - states a position on the topic - provides support for the stated position, but may have difficulty doing so fully using details or evidence - is generally well organized, with an occasional lapse of clarity when connecting ideas (word order and simple linking words), showing logical sequence or showing a point - shows some lexical variation appropriate for the task (synonyms, rephrasing, accurate vocabulary) - may display some variation in sentence structure appropriate for the task (subordinate clauses, varied verb tenses, adverbial phrases) - may contain some errors that occasionally interfere with meaning
2-3	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - states a position on the topic, but provides inadequate/incomplete support, OR - only vaguely implies a position on the topic, and provides inadequate/incomplete support - connections between ideas are attempted, but are sometimes unclear or missing; uses simple linking words such as but, and, although, firstly, secondly - shows little lexical variation (e.g., vocabulary is mostly simple and basic, repeats words, does not use accurate terms), and shows little control of sentence structures (no subordinate clauses, not many adverbial phrases, repetitive structures) - contains errors that frequently interfere with meaning
1	<p>A typical response at this level is characterized by the following:</p> <ul style="list-style-type: none"> - merely states a position but provides incoherent or no support, OR - does not state a position, or makes only a minimal connection to the prompt and provides minimal or no support - is generally unorganized and incoherent - displays extremely limited and inaccurate vocabulary that is frequently used incorrectly - uses mostly incorrect sentence structures or manages to be correct by using very simple and basic ones - displays many errors that seriously interfere with meaning
0	<p>Only copies words from the prompt, rejects the prompt, is completely off topic, consists of keystroke characters, is written in a foreign language, or is blank.</p>