

**Prova d'Accés a la Universitat (UIB). Assessment rubric for the writing task (B1+) based on CEFR descriptors**



<b>Band</b>	<b>TASK FULFILMENT (Content and communicative goal)</b>	<b>GRAMMAR (Grammatical range and accuracy)</b>	<b>ORGANISATION (Coherence and cohesion)</b>	<b>VOCABULARY (Lexical range and accuracy)</b>
<b>1</b>	<ul style="list-style-type: none"> <li>- All content elements covered and fully developed.</li> <li>- Purpose of the task is clear and message is successfully communicated.</li> <li>- Clear evidence of maturity and creativity, with no ideas copied from the reading text.</li> <li>- Neat presentation and clear handwriting.</li> <li>- Very good overall impression on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>- Flexible and accurate use of a wide range of simple and more complex structures of the level.</li> <li>- Occasional mistakes, mainly due to an ambitious use of structures (i.e. risk-taking), which do not impede understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Very well-organised and internally coherent, showing a very clear progression of information or ideas.</li> <li>- Effective and noticeable paragraphing.</li> <li>- Varied and successful use of cohesive devices (linkers, pronouns, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Flexible and accurate use of a wide range of vocabulary of the level.</li> <li>- Occasional mistakes, mainly due to an ambitious use of lexis (i.e. risk taking), which do not impede understanding.</li> </ul>
<b>0,75</b>	<ul style="list-style-type: none"> <li>- All content elements covered and satisfactorily developed.</li> <li>- Purpose of the task is clear enough and message is successfully communicated, on the whole.</li> <li>- Some evidence of maturity and creativity, with no ideas copied from the reading text.</li> <li>- Neat presentation and clear handwriting.</li> <li>- Good overall impression on the reader.</li> <li>- Production may be very good but too long (between 180 and 200 words).</li> </ul>	<ul style="list-style-type: none"> <li>- Flexible and accurate use of a satisfactory range of simple and more complex structures of the level.</li> <li>- Some mistakes, which rarely impede understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly organised and internally coherent, showing a clear progression of information or ideas.</li> <li>- Mostly effective and noticeable paragraphing.</li> <li>- Satisfactory use of cohesive devices, which may not be consistently maintained.</li> </ul>	<ul style="list-style-type: none"> <li>- Flexible and accurate use of a satisfactory range of vocabulary of the level, with occasional overuse of certain lexis.</li> <li>- Some mistakes (e.g. in word choice, spelling or word formation), which rarely impede understanding.</li> </ul>
<b>0,5</b>	<ul style="list-style-type: none"> <li>- One content element omitted or unsuccessfully covered but others adequately communicated.</li> <li>- Purpose of the task is mostly clear.</li> <li>- Some evidence of maturity. Ideas from the reading text, if included, are rare and rephrased.</li> <li>- Acceptable presentation. Handwriting is clear enough.</li> <li>- Production may be good but too short (between 100 and 120 words).</li> </ul>	<ul style="list-style-type: none"> <li>- Unambitious but mostly accurate use of an adequate/sufficient range of simple structures. More complex structures of the level are not attempted or too flawed.</li> <li>- Some mistakes, which are mostly non-impeding.</li> </ul>	<ul style="list-style-type: none"> <li>- Some attempt at organisation, which may include slight incoherencies. There may be some lack of an overall progression of information or ideas.</li> <li>- Paragraphing is adequate but needs improvement (insufficient or unbalanced development of ideas, etc.)</li> <li>- Limited use of cohesive devices, which may include some inaccuracy.</li> </ul>	<ul style="list-style-type: none"> <li>- Unambitious but mostly accurate use of an adequate/sufficient range of vocabulary of the level. More advanced lexis is not attempted or too flawed.</li> <li>- Some mistakes, which are mostly non-impeding.</li> </ul>
<b>0,25</b>	<ul style="list-style-type: none"> <li>- More than one content element omitted or unsuccessfully covered.</li> <li>- Unclear purpose. Considerable effort from the reader required to understand the message.</li> <li>- Evidence of lack of creativity.</li> <li>- Inadequate presentation.</li> <li>- Production may be good but unacceptably long (&gt;200 words) or short (&lt;100 words).</li> </ul>	<ul style="list-style-type: none"> <li>- Very limited or repetitive range of structures.</li> <li>- Numerous mistakes, which may cause struggle for the reader and slightly compromise task development.</li> </ul>	<ul style="list-style-type: none"> <li>- Information or ideas not organised logically or coherently, with no clear or little progression in the response. Some clear incoherencies.</li> <li>- Poor paragraphing (i.e. arbitrary paragraphs, more than one focus in the same paragraph, etc.)</li> <li>- Cohesive devices are basic, repetitive or inaccurate except in memorised phrases.</li> <li>- Erratic punctuation and/or use of capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Very limited or repetitive range of vocabulary.</li> <li>- Numerous mistakes, which may cause struggle for the reader and slightly compromise task development.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>- Content barely related to the task, totally irrelevant or mostly copied from the reading text.</li> <li>- Fails to communicate the purpose of the task. Excessive effort from the reader required to understand the message. Content may be impossible to understand.</li> <li>- Unacceptable presentation.</li> <li>- Too little use of language for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Extremely limited or inadequate range of structures.</li> <li>- Poor control of the language seriously compromises task development.</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of control of organisational features. Seriously incoherent. Fails to achieve any progression of information or ideas.</li> <li>- No paragraphs.</li> <li>- Absence or very inaccurate use of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Extremely limited or inadequate range of vocabulary.</li> <li>- Lack of vocabulary (i.e. use of a few isolated words) seriously compromises task development.</li> </ul>

**N.B.** Off topic contributions will not be considered. They will be awarded an overall grade of 0 (zero).