

	CONTENT			FORM		
	Task fulfilment (Content, communicative goal)	Organisation (Text structure, presentation)	Cohesion and coherence (Linking devices, logical transitions)	Grammatical range (Accuracy and variety of structures)	Vocabulary (Lexical range and accuracy)	Spelling and punctuation
0,5 Excellent	☐ All content elements covered and fully developed and justified. ☐ Purpose of the task is clear and message is successfully communicated. ☐ Clear evidence of maturity and creativity, with <u>no ideas copied</u> from the reading text. ☐ Right register and format for task.	☐ Neat presentation and clear handwriting. ☐ Very good overall impression on the reader. ☐ Contribution causes the desired effect on the reader. ☐ No repetition of ideas. ☐ Effective and noticeable paragraphing. ☐ Length is inside the established limits, no more and no less.	☐ Effective and varied use of cohesive devices (connectors, pronouns, reference, connection, verb tense correlation). ☐ Very well-organised and internally coherent, showing a very clear progression of information or ideas. ☐ No interpretation or effort from the reader needed.	☐ Flexible and accurate use of a wide range of simple and more complex structures of the level. ☐ Variety and correction of morphosyntactic elements. ☐ Occasional mistakes, mainly due to an ambitious use of structures (i.e. risk-taking), which do not impede understanding.	☐ Flexible and accurate use of a wide range of vocabulary of the level. ☐ Variety, richness, precision and lexical correction. ☐ Occasional mistakes, mainly due to an ambitious use of lexis (i.e. risk taking), which do not impede understanding.	☐ Excellent use and mastery of orthographical rules with no mistakes. ☐ Proficient use of punctuation signs.
0,4 Very good	☐ All content elements covered and satisfactorily developed. ☐ Purpose of the task is clear enough and message achieves desired effect, on the whole. ☐ Some evidence of maturity and creativity, with <u>no ideas copied</u> from the reading text. ☐ Register is overall good enough, with some incoherences which do not impede understanding.	☐ Neat presentation and clear handwriting. ☐ Good overall impression on the reader. ☐ Mostly effective and noticeable paragraphing. ☐ Production may be good but too long (+15%)	☐ Satisfactory use of cohesive devices, which may not be consistently maintained (connectors, pronouns, reference, connection, verb tense correlation). ☐ Mostly organised and internally coherent, showing a clear progression of information or ideas. ☐ Minimal interpretation from reader.	☐ Flexible and accurate use of a satisfactory range of simple and more complex structures of the level. ☐ Although correct, no variation of structures. ☐ Some mistakes, which rarely impede understanding.	☐ Flexible and accurate use of a satisfactory range of vocabulary of the level, with occasional overuse of certain lexis. ☐ Some mistakes (e.g. in word choice, spelling or word formation), which rarely impede understanding.	☐ Good use of orthographical rules with occasional mistakes that do not impede understanding. ☐ Minor mistakes in the use of punctuation signs.

0,3 Adequate	☐ One content element omitted or unsuccessfully covered, but others adequately communicated. ☐ Purpose of the task is mostly clear. ☐ Some evidence of maturity. <u>Ideas from the reading text</u>, if included, are rare and rephrased. ☐ Format and register are correct, with incoherences that might interfere with understanding or require some effort from the reader.	☐ Acceptable presentation. Handwriting is clear enough. ☐ Acceptable impression on the reader. ☐ Some attempt at organisation, which may include slight incoherencies. ☐ Paragraphing is adequate but needs improvement (insufficient or unbalanced development of ideas, etc.) ☐ Production may be good but too short (-20%)	☐ Limited use of cohesive devices, which may include some inaccuracies. ☐ There may be some lack of an overall progression of information or ideas. ☐ Some interpretation from reader.	☐ 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. ☐ Some mistakes, which are mostly non-impeding.	☐ Unambitious but mostly accurate use of an adequate/sufficient range of vocabulary of the level. More advanced lexis is not attempted or too flawed. ☐ Some mistakes, which are mostly non-impeding.	☐ Acceptable use of orthographical rules with occasional mistakes that may impede understanding. ☐ Serious mistakes in the use of punctuation signs.
0,2 Poor	☐ More than one content element omitted or unsuccessfully covered. ☐ Unclear purpose. Considerable effort from the reader required to understand the message. ☐ Evidence of lack of creativity. ☐ Format and/or register are incorrect for task.	☐ Impression on the reader is negative. ☐ Inadequate presentation. Calligraphy and/or presentation affect the message negatively. ☐ Poor paragraphing (i.e. arbitrary paragraphs, more than one focus on the same paragraph, 1 sentence paragraphs, etc.) ☐ Production may be good but unacceptably long (>200 words) or short (<100 words). → <i>extremely short or extremely long</i> (± 30%)	☐ Information or ideas not organised logically or coherently, with no clear or little progression in the response. Some clear incoherencies. ☐ Cohesive devices are basic, repetitive or inaccurate, except in memorised phrases. ☐ Interpretation from reader is needed as the message is not clear. ☐ Some sections need to be reread to be understood.	☐ Very limited or repetitive range of structures. ☐ Numerous mistakes, which may cause struggle for the reader and slightly compromise task development.	☐ Very limited or repetitive range of vocabulary. ☐ Numerous mistakes, which may cause struggle for the reader and slightly compromise task development.	☐ Unacceptable orthographical mistakes that impede understanding. ☐ Erratic punctuation.
0,1 Very poor	☐ Content barely related to the task, mostly irrelevant or <u>mostly copied from the reading text</u>. ☐ Fails to communicate the purpose of the task. Excessive effort from the reader required to understand the message. ☐ Content may be impossible to understand.	☐ Unacceptable presentation. ☐ No paragraphs. ☐ Production may be somewhat acceptable but unacceptably long (>210 words) or short (<80 words). → <i>extremely short or extremely long</i> (± 40%)	☐ Absence or very inaccurate use of cohesive devices. ☐ Lack of control of organisational features. ☐ Seriously incoherent. Fails to achieve any progression of information or ideas.	☐ Extremely limited or inadequate range of structures. ☐ Poor control of the language seriously compromises task development.	☐ Extremely limited or inadequate range of vocabulary. ☐ Lack of vocabulary (i.e. use of a few isolated words) seriously compromises task development.	☐ Lack of punctuation. ☐ Confusing orthography.



0 Irrelevant No task	☐ Content does not correspond with the task, even if it has a correct use of the language. Off-topic contributions. ☐ The task is totally incomprehensible or unfinished, too little use of language for assessment, extremely short (-50%) .
*	If content elements are omitted (Task Fulfilment), the maximum mark a student can have in all sections will represent the corresponding percentage of the task the student has completed.