

SCHOOL OF FOREIGN LANGUAGES

WRITING ASSESSMENT CRITERIA FOR ELEMENTARY LEVEL

	CONTENT (6)	ORGANIZATION (6)	VOCABULARY (5)	GRAMMAR (5)	MECHANICS (3)
1	<ul style="list-style-type: none"> No relevance to the given topic or task not attempted No development of ideas 	<ul style="list-style-type: none"> Completely disorganised No unity and coherence 	<ul style="list-style-type: none"> No level-appropriate vocabulary Poor knowledge of words and word forms 	<ul style="list-style-type: none"> Serious lack of language No attempt to use learned structures 	<ul style="list-style-type: none"> No/very low control over spelling, punctuation, capitalization, and text indentation
2	<ul style="list-style-type: none"> Considerably irrelevant to the given topic Shows little knowledge of subject and effort 	<ul style="list-style-type: none"> Disorganized (the ideas are presented in a confusing way) Serious disorganisation Mostly incoherent; ideas and examples are disconnected / almost no signal or linking words 	<ul style="list-style-type: none"> Uses limited range of level-appropriate vocabulary Most of them are inaccurate or irrelevant Translation-based errors 	<ul style="list-style-type: none"> The language is rarely clear Significant defects in the use of even basic structures Frequent errors in agreement, number, tense, negation, word order, articles, pronouns, prepositions 	<ul style="list-style-type: none"> A few/ occasional errors in spelling, punctuation, capitalization, text indentation, etc. which do not interfere with the meaning.
3	<ul style="list-style-type: none"> Inadequate coverage of the topic with inappropriate and/or insufficient ideas and examples 	<ul style="list-style-type: none"> Inadequately organised (badly expressed or misplaced sentences, insufficient ideas/very short details) Considerably incoherent; ideas are not well-connected 	<ul style="list-style-type: none"> Shows some use of varied word choice that is relevant to the content Frequent errors; inappropriate choice and usage 	<ul style="list-style-type: none"> Few examples of learned structures Frequent mistakes in using accurate grammatical structures, which cause problems in conveying the message 	<ul style="list-style-type: none"> Almost no errors in conventions of spelling, punctuation, capitalization, text indentation, etc.
4	<ul style="list-style-type: none"> Adequate coverage of the topic, but addresses the topic using somewhat appropriate and/or sufficient ideas 	<ul style="list-style-type: none"> Adequately organised (e.g., an existing but weak main idea, unbalanced and/or weak development of details) A coherent and fluent text in general sense; ideas flow meaningfully and logically, but may contain some redundancy and some unclear connections 	<ul style="list-style-type: none"> Adequate range of level-appropriate vocabulary that is relevant to the content Some errors of word/idiom choice, but effective transmission of meaning 	<ul style="list-style-type: none"> No major difficulties in the use of accurate grammatical structures Some problems in the use of complex constructions 	
5	<ul style="list-style-type: none"> Good coverage of the topic with relevant, clear, appropriate, and sufficient ideas and examples 	<ul style="list-style-type: none"> Generally well-organised; sufficiently developed sentences Coherent and fluent text; ideas generally flow meaningfully and logically 	<ul style="list-style-type: none"> A very good range of level-appropriate vocabulary that is relevant to the content is mostly used effectively and accurately Very few mistakes in the word choice 	<ul style="list-style-type: none"> Use of a very good range of learned structures mostly effectively and accurately Only a few grammatical mistakes causing problem in conveying the message 	
6	<ul style="list-style-type: none"> Very good coverage of the topic Fully developed text with very good justification 	<ul style="list-style-type: none"> Well-organised (presented the main idea, sufficient details) Very coherent and fluent text with appropriate linking/signal words. 			