SCHOOL OF FOREIGN LANGUAGES
WRITING ASSESSMENT CRITERIA FOR INTERMEDIATE LEVEL

	CONTENT (6)	ORGANIZATION (6)	VOCABULARY (5)	GRAMMAR (5)	MECHANICS (3)
1	• No relevance to the given topic or task not attempted • No development of ideas	• Completely disorganized • No unity and coherence	• No level-appropriate vocabulary • Poor knowledge of words and word forms	• Serious lack of language • No attempt to use learned structures	• No/very low control over spelling, punctuation, capitalization, and paragraph indentation
2	•Considerably irrelevant to the given topic •Shows little knowledge of subject	•Disorganized (i.e., main idea or supporting sentences are not provided) • Serious disorganization •Mostly incoherent; ideas and examples are disconnected / almost no signal or linking words	• A limited range of level-appropriate vocabulary. • Most of them are inaccurate or irrelevant • Translation-based errors	• 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	•Occasional errors in spelling, punctuation, capitalization, paragraph indentation, etc., which do not interfere with meaning
3	• Inadequate coverage of the topic with inappropriate and/or insufficient ideas and examples	•Inadequately organized (i.e., badly expressed or misplaced sentences, insufficient supporting ideas/very short details/ no thesis statement /introduction or conclusion. •Considerably incoherent; ideas are not well connected	• Some use of varied word choice that is relevant to the content • Frequent word errors; inappropriate choice and usage	• Few examples of learned structures • Frequent mistakes in using appropriate grammatical structures, which cause problems in conveying the message	•Almost no errors in conventions of spelling, punctuation, capitalization, paragraph indentation, etc.
4	•Adequate coverage of the topic, but addresses the topic using somewhat appropriate and/or sufficient ideas	• Adequately organized (i.e., an existing but weak thesis statement, inadequate development of body paragraphs or a weak introduction /concluding paragraph) • A coherent and fluent task in general sense; ideas flow meaningfully and logically but may contain some redundancy and some unclear connections	• Adequate range of level-appropriate vocabulary that is relevant to the content • Some errors of word/idiom choice, but effective transmission of meaning	•No major difficulties in the use of appropriate grammatical structures • Some problems in the use of complex constructions	
5	•Good coverage of the topic with relevant, clear, appropriate, and sufficient ideas and examples	• Generally well-organized (sufficiently developed introduction/ body and concluding paragraphs) • Coherent and fluent task ideas generally flow meaningfully and logically	• A wide range of level-appropriate vocabulary that is relevant to the content is used effectively and accurately throughout the task. • Very few mistakes in the word choice	• A wide range of learned structures effectively and accurately in the whole task • Hardly any grammatical mistakes causing problem in conveying the message	
6	• Very good coverage of the topic • Fully developed task with very good justification	• Well-organized (i.e., a good introduction with a strong thesis statement which contains the main idea, fully developed body paragraphs, and a good concluding paragraph) • Very coherent and fluent task with appropriate linking/signal words.			