

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



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

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