



HANDBOOK FOR WRITING ASSESSMENT

A1-A2 LEVELS

IO3 Rating Scale

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Abstract

In this handbook, we outline the approach taken in the revision of a set of assessment scales used with writing tests, and present the value of combining methodologies to inform and refine scale development. We set the process in the context of the growing influence of the Common European Framework of Reference (CEFR) and outline a number of stages in terms of the procedures followed and outcomes produced. The assessment scales are based on a range of data that was collected and analyzed through a number of questionnaires, including consultation with experts, and suggestions made by our partners. The overall aim of this handbook is to suggest a usable scale construction model for application or adaptation in assessing the exam-based writing exercises of our project.

What are the expected writing skills from A1-A2 young learners?

For example, at A1 Level, a young learner:

- Can write short, simple e-mails, for example sending holiday greetings.
- Can fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form.
- Can write short, simple notes and messages relating to matters in areas of immediate needs.
- Can write a very simple personal letter, for example thanking someone for something.
- Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
- Can write basic words related to their semantically taught subjects with correct spelling.
- Can write a basic range of simple expressions about personal details and needs of a concrete type.

For example, at A2 Level, a young learner:

- Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences.
- Can write very short, basic descriptions of events, past activities and personal experiences.
- Can write a series of simple phrases and sentences about their family, living conditions and their educational background.
- Has a repertoire of basic language, which enables them to deal with everyday situations with predictable content.
- Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.
- Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.

CRITERIA DESCRIPTION

DETERMINE EVALUATION CRITERIA

According to the experts and taking into consideration a number of revised A1-A2 writing assessment scales, more gravity was given to Task Achievement and Language (Vocabulary – Grammar) 35 marks each. This happened at the expense of organization – 30 marks – as it is of primary importance for young learners at these stages of learning to produce a writing output which satisfies the needs of the content together with the appropriate vocabulary items and the equivalent grammar structures.

CRITERIA DESCRIPTION

Task Achievement

35 Marks

The extent to which the response produced by the student addresses the task in a direct and convincing manner, provides an answer that is relevant and meaningful, and satisfies task and genre specifications (e.g., word count).

Content/ Ideas/ Details (provided information).

Are any key points missing? Are any additional but irrelevant points included?

Language (Accuracy and range of grammar and vocabulary)

35 Marks

The extent to which the response produced by the student is grammatically accurate, appropriate and adequate for the level and genre required. Are grammatical structures used accurately?

The extent to which the response produced by the student is lexically accurate, appropriate and adequate for the level and genre required.

Is the vocabulary used accurately?

Spelling (are the correct letters used to write a word?)

Grammar (use of grammatical structures/ lexical chunks).

Sentence structure (place of words or phrases).

Organization

30 Marks

The extent to which the response produced by the student is organized in an appropriate and coherent manner, in terms of paragraphing, cohesion and punctuation, as dictated by the level and genre require.

Does the writing flow well and logically? Sequencing (organization of the ideas).

Assessment Scale for Writing Exam-Exercises






Score 100

BAN D	QUALITATIVE ASSESSMENT	PERCENTAGE
5	Excellent	90% – 100%
4	Very Good	70 % – 89%
3	Satisfactory	50 % – 69%
2	Unsatisfactory	20 % – 49%
1	Poor	1 % – 19%

MARKING SCALE






Task Achievement

35 Marks

Excellent: 32-35 	Considerable variety of ideas, all content points elaborated, independent treatment of topic, relevant to assigned topic, valid ideas organized clearly.
Very Good: 25-31 	Several valid ideas, most content points elaborated, adequate treatment of topic, relevant to assigned topic, valid ideas organized clearly.
Satisfactory: 18- 24 	Some valid ideas, some content points elaborated, somewhat choppy but main ideas stand out.
Unsatisfactory: 7- 17 	Limited variety of ideas, hardly any content points elaborated, choppy, loosely organized, main ideas not always clear.
Poor: 1-6 	Insufficient treatment of topic, no content point elaborated, non-fluent, ideas often confused or disconnected, lacks logical sequencing.






Language (Grammar and Vocabulary)

35 Marks

Excellent: 32-35 	Wide range of appropriate vocabulary and structures, ambitious attempts at complex language. Accurate word choice; confident handling of appropriate language chunks, hardly any errors.
Very Good: 25-31 	Good range of appropriate vocabulary and structures, ambitious attempts at complex language. Language is generally accurate, a few errors, mainly in areas that have not yet been taught
Satisfactory: 18-24 	Adequate range of language chunks and vocabulary. Well-formed sentences; generally accurate expression; a number of errors may be present but they do not impede communication.
Unsatisfactory: 7-17 	Limited range of vocabulary. Inadequate use of language chunks, grammar. Spelling errors may obscure communication at times
Poor: 1-6 	Narrow, inadequate range of language chunks and vocabulary, Illegible writing. A considerable number of errors which impede communication.




Organization

30 Marks

Excellent: 27-30 	Text is accurately well organized and coherent, using a range of language chunks taught at these levels. Appropriate ways to communicate and straightforward ideas are used correctly.
Very Good: 21-26 	Text is generally well organized and coherent, using a number of language chunks taught at these levels. Most of the ideas to communicate are used correctly
Satisfactory: 15-20 	Text is connected and coherent, using basic language chunks. Generally, the ideas to communicate are used without impeding communication. While errors are noticeable, meaning can still be determined
Unsatisfactory: 6-14 	Text is not connected nor organized appropriately. Absence of basic language chunks. Incomprehensible at times, irrelevant ideas together with incoherencies are used which impede communication.
Poor: 1-5 	Text is incoherent, total absence of language chunks, rather incomprehensible and with a number of organizational errors which seriously impede communication.




Qualitative Assessment

Example:

	Task Achievement	Language (Vocabulary-Grammar)	Organisation	Total	Band
Student A	25	17	20	62%	3. Satisfactory 
Student B	30	25	27	82%	4. Very Good 
Student C	18	14	16	48%	2. Unsatisfactory 

MARK SHEET SAMPLE - TOTAL 100

Student's Name:

CRITERIA	Examiner's mark		Comments:(If necessary)
Task Achievement 1-35marks	34 	Excellent: 32- 35	
Language (Vocabulary & Grammar) 1-35 marks	25	Very Good:25-31	
Organization 1-30 marks	19 	Satisfactory: 15-20	
TOTAL	78		
BAND	4 	Very Good	

We hope that we have made an effort to design a marking scheme so that it will be functional and comprehensive to evaluate objectively the young learners' writing performance as well as satisfying the markers' needs for this purpose

ANNEXES

Rubric examples

A1



WRITING RUBRIC

TOPIC: Countries	EXAM: Word association	LEVEL: A1
Name: _____	Surname: _____	N ^{ber} : _____ Grade/Class: _____

LEVEL OF PERFORMANCE	CONTENT / IDEAS	LANGUAGE USAGE (grammar and syntax)	VOCABULARY
PROFICIENT 	5 points Provides a complete answer that is relevant and meaningful.	5 points Very good sentence structure/syntax.	5 points Very good vocabulary knowledge.
DEVELOPING 	3 – 4 points Some information is missing or not always relevant and meaningful.	3 – 4 points Some inaccuracy in the sentence structure/syntax	3 – 4 points Satisfactory vocabulary knowledge.
NEEDS IMPROVEMENT 	1 – 2 points The answer is incomplete and/or not relevant and meaningful.	1 – 2 points Incorrect sentence structure/syntax.	1 – 2 points Lack of vocabulary knowledge.

*	score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	%	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100
	Qualitative Assessment	Poor			Unsatisfactory				Satisfactory			Good		Very good		

GRADING

STUDENTS	CONTENT / IDEAS	LANGUAGE (grammar / syntax)	VOCABULARY	TOTAL	*	*
					%	QUALITATIVE ASSESSMENT
	1 – 5 points	1 – 5 points	1 – 5 points	12 points	%	
A						
B						
C						
D						
E						



WRITING RUBRIC

TOPIC: Family	EXAM:	LEVEL: A1
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		




	Very Good	Good	Developing
			
The student is able to write the specific vocabulary			
The student is able to connect words and images			
The student is able to understand the questions			
The student is able to write using a correct grammar			

score	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100
Qualitative Assessment	Developing			Good				Very Good		



WRITING RUBRIC

TOPIC: General	EXAM: General Rubric of Writing for A1 tests	LEVEL: A1
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		






Total Score out 15	3 points	2 points	1 point
Handwriting	Handwriting is readable and there is good spacing.	Handwriting is hard to read and spacing between words is not quite suitable for reading.	Handwriting is quite bad and you can barely read the sentences with improper spacing between the words.
Upper and Lower cases	Appropriate use of uppercase and lowercase at the beginning of the sentence and at the end. <i>e.g. It is hot.</i>	The learner is not using capital letters at the beginning of the sentence. <i>e.g. it is Hot. or it is hot.</i>	The learner is not using any capitalization at any point or uses capitalization incorrectly. <i>e.g. It iS hOt.</i>
Spacing	The learner leaves spaces between words.	The learner has inconsistency in spacing between the words	The learner forgets to add spacing.
Details in illustrations and using of colors			
Use of words	The learner is using sight words like (and, have, can) correctly.	The learner might have not spelled the sight words correctly.	The learner did not use the sight words.

- Teachers can adapt the scoring points according to the test.



WRITING RUBRIC



TOPIC: Shopping	EXAM: Shopping Ex.3 A1				LEVEL: A1
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____					
CRITERIA	EXCELLENT 	VERY GOOD 	GOOD 	NEEDS IMPROVEMENT 	POOR 
VOCABULARY-GRAMMAR •spelling •punctuation •use of core vocabulary •use of structures	5	4	3	2	1
ORGANISATION •The writing flows well and logically. •There is sequencing and organization of the ideas	5	4	3	2	1
TASK ACHIEVEMENT •Provides an answer that is relevant, meaningful, and satisfies the task in question	5	4	3	2	1
COMMUNICATIVE ACHIEVEMENT •Fulfills the communication purpose (e.g. provides the reason why likes/dislikes a particular type of sport/weather etc.)	5	4	3	2	1

Comments:	Total Score: ___/20 Percentage: ___%
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20 = 100%, 19 = 95%, 18 = 90%, 17 = 85%, 16 = 80%, 15 = 75%, 14 = 70%, 13 = 65%, 12 = 60%, 11 = 55%, 10 = 50%, 9 = 45%, 8 = 40%, 7 = 35%, 6 = 30%, 5 = 25%, 4 = 20%.
 Excellent = 86%-100%
 Very good = 70%-85%
 Good = 51%-69%
 Needs improvement = 31%-50%
 Poor = 20%-30%



WRITING RUBRIC

TOPIC: Sports	EXAM: Paragraph writing ex.3	LEVEL: A1
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		

Ex 1 – 1 point for each correct answer given & 1 point for the correct spelling **3+3 = 6 MARKS**
KEY: BASKETBALL, FOOTBALL, TENNIS

Ex.2 - Adequate justification of choice **(7 marks Task Achievement + 7 marks Language) = 14 MARKS**

Students write about at least 2 sports they like playing with a ball, they justify their choice with simple adjectives or simplistic phrases (e.g., exciting, nice, lively, team sport, good exercise, I can score goals etc.) as well as where they play these sports. Examples:
 Football: football pitch/ground/ stadium/school yard/local park etc.
 Basketball: basketball court /school yard
 Tennis: tennis court
 Volleyball: volleyball court/school yard
 Handball: handball court
 Hockey: pitch
 Golf: course

Task Achievement:	7 MARKS
Excellent: 6-7	2 Sports ----places-- justification
Very Good: 4-5	2Sports----1or2places---not proper justification
Satisfactory: 2-3	1 or 2 sports ----1or2 places----no justification
Unsatisfactory: 0-1	1 Sport ----1-0 places---no justification

Language **7 MARKS**

Excellent: 6-7 Accurate word choice. E.g. *I play football at the local football ground/pitch because I enjoy this sport.* Hardly any spelling errors, correct word order and hardly any grammatical errors.
 Very Good: 4-5 Language is generally accurate, a few spelling errors and grammatical mistakes which do not impede communication. E.g., *I play basketball at my school's basketballs court.*
 Satisfactory: 2-3 Generally accurate expression; a number of spelling errors may be present but they do not impede communication.
 Unsatisfactory: 0-1 Limited range of vocabulary. Inadequate use of grammar. Spelling errors may obscure communication at time. E.g., *play football like the game ...*

TOTAL: 20 MARKS	PERCENTAGES
Excellent: 17-20	85-100%
Very Good: 13-16	65- 84%
Satisfactory: 9-12	45-64%
Unsatisfactory: 5-8	25-44%
Poor: 0-4	1-24%



WRITING RUBRIC

TOPIC: Introduction	EXAM: they are/ we are	LEVEL: A1
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Name: _____ Surname: _____ N°ber: _____ Grade/Class: _____

TRAITS	ADVANCED 	PROFICIENT 	NEEDS DEVELOPMENT 	Score
	3	2	1	
IDEAS	Establishes a clear focus Uses descriptive language Provides relevant information Communicates creative ideas	Attempts focus Ideas not fully developed	Lacks focus and development	
ORGANIZATION	Establishes a strong beginning, middle, and end Demonstrates an orderly flow of ideas	Some evidence of a beginning, middle, and end Sequencing is attempted	Little or no organization Relies on single idea	
EXPRESSION	Uses effective language Uses high-level vocabulary Use of sentence variety	Limited word choice Basic sentence structure	No sense of sentence structure	
CONVENTIONS	Few or no errors in: grammar, spelling, capitalization, punctuation	Has some difficulty in: grammar, spelling, capitalization, punctuation	Little or no evidence of correct grammar, spelling, capitalization or punctuation	
I can write with a correct spelling by using the capitalization and punctuation rules	A strong sense of writing conventions is apparent	Grade level appropriate conventions	Limited use of appropriate conventions	
Comments:			Total Score	__/15
			Percentage	__%
			Qualitative Assessment	
15=100% / 14=93% / 13=86% / 12=80% / 11=73% / 10=66% / 9=60% / 8=53% / 7=46% / 6=40% / 5=33% very good= 86%-100% good=60%-80% needs development=33%-53%				

WRITING RUBRIC

TOPIC: Clothes	EXAM: Summer clothes – Colour and write	LEVEL: A1
Name: _____ Surname: _____ N^{ber}: _____ Grade/Class: _____		

LEVELS OF PERFORMANCE

POOR 	FAIR 	GOOD 	VERY GOOD 
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CRITERIA	LEVELS OF PERFORMANCE			
CONTENT (presents complete information; information is clear and accurate)	1	2	3	4
VOCABULARY (uses specific vocabulary – weather, seasons, clothes, colours)	1	2	3	4
LANGUAGE USAGE (uses good sentence structure / syntax)	1	2	3	4
CONVENTION (uses accurate punctuation and capitalization)	0	1	1	2

score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	*
%	7	14	21	29	36	43	50	57	64	71	79	86	93	100	
Qualitative Assessment	Poor		Unsatisfactory			Satisfactory			Good			Very good			

GRADING

STUDENTS	CONTENT	VOCABULARY	LANGUAGE USAGE	CONVENTION	TOTAL	%	QUALITATIVE ASSESSMENT
	1 – 4 points	1 – 4 points	1 – 4 points	0 – 2 points	14 points	%	
A							
B							
C							
D							
E							



WRITING RUBRIC



TOPIC: Clothes	EXAM: Spring clothes – Color and write	LEVEL: A1
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		

CRITERIA			
A			
LEVEL OF PERFORMANCE	CONTENT / IDEAS	LANGUAGE USAGE (grammar and syntax)	VOCABULARY
PROFICIENT 	5 points Provides a complete answer that is relevant and meaningful.	5 points Very good sentence structure/syntax.	5 points Very good vocabulary knowledge.
DEVELOPING 	3–4 points Some information is missing or not always relevant and meaningful.	3–4 points Some inaccuracy in the sentence structure/syntax	3–4 points Satisfactory vocabulary knowledge.
NEEDS IMPROVEMENT 	1–2 points The answer is incomplete and/or not relevant and meaningful.	1–2 points Incorrect sentence structure/syntax.	1–2 points Lack of vocabulary knowledge.

score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100
Qualitative Assessment	Poor		Unsatisfactory				Satisfactory			Good			Very good		

GRADING						
STUDENTS	CONTENT/IDEAS	LANGUAGE (grammar/syntax)	VOCABULARY	TOTAL	<input type="checkbox"/> %	<input type="checkbox"/> QUALITATIVE ASSESSMENT
	1 – 5 points	1 – 5 points	1 – 5 points	12 points	%	
A						
B						
C						
D						
E						



WRITING RUBRIC



TOPIC: Celebrations	EXAM: Easter	LEVEL: A1
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Name: _____ Surname: _____ N^{ber}: _____ Grade/Class: _____

	Excellent 	Good 	Developing 
Vocabulary (Ability to write the specific vocabulary correctly)	The student is able to order 5 words	The student is able to order 3-4 words	The student is able to order 1-2 words








score	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100
Qualitative Assessment	Developing			Good				Excellent		

A2



WRITING RUBRIC

TOPIC:	EXAM:	LEVEL:
Name: _____ Surname: _____ N ^o : _____ Grade/Class: _____		

LEVELS OF PROFICIENCY			
CRITERIA	NEEDS IMPROVEMENT 	DEVELOPING 	PROFICIENT 
CONTENT 	1 point The text includes little from the guidelines. Information is confusing and incorrect.	3 points The text includes most of the guidelines. Some information is not clear or incorrect.	5 points The text covers the guidelines completely and in depth. Information is clear, appropriate and accurate.
LANGUAGE 	1 point Incorrect grammatical structures and vocabulary. Regular spelling or grammar errors.	3 points Correct use of grammatical structures and vocabulary but some spelling or grammar errors.	5 points Correct use of grammatical structures and specific vocabulary. No spelling or grammar errors.
LAYOUT 	1 point The layout is incorrect and information is not presented in a logical order making it difficult to follow.	2 points The layout is accurate but some information is missing or is not presented in a logical order.	3 points Clear and accurate layout: date; greeting; body of the postcard; closing expression; signature.
CONVENTION 	0 point There are persistent errors in capitalization and punctuation usage.	1 point There are minor problems in capitalization and punctuation usage.	2 points Capitalization and punctuation usage are accurate.

★





score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100
Qualitative Assessment	Poor		Unsatisfactory					Satisfactory			Good		Very good		

GRADING							
STUDENT S	CONTENT	LANGUAGE	LAYOUT	CONVENTION	TOTAL	%	QUALITATIVE ASSESSMENT
	1/3/5 points	1/3/5 points	1/2/3 points	0/1/2 points	15 points	%	
A							
B							
C							



WRITING RUBRIC

TOPIC: My Day	EXAM: Writing 4	LEVEL: A2
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		

Score	Content
4 EXCELLENT 	<ul style="list-style-type: none"> ● Uses of all the specific words correctly ● Understands the meaning of all specific words ● Understands all the questions ● Answer the question grammatically correct ● Connects words and drawings correctly
3 GOOD 	<ul style="list-style-type: none"> ● Uses most of the specific words correctly ● Understands the meaning of most of the specific words ● Understands most of the questions ● Answer the question with few grammar errors ● Connects most words and drawings
2 DEVELOPING 	<ul style="list-style-type: none"> ● Uses few specific words correctly ● Understands the meaning of few specific words ● Understands few questions ● Answer the question with some grammar errors ● Connect few words and drawings
1 UNSATISFACTORY 	<ul style="list-style-type: none"> ● Can't use the specific words correctly ● Can't understand the meaning of the specific words ● Can't understand the questions ● Can't answer the question correctly ● Can't connect words and drawings

score	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100
Qualitative Assessment	Unsatisfactory		Developing		Good			Excellent		



WRITING RUBRIC

TOPIC: Body	EXAM: Fill in the Gaps	LEVEL: A2
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		

This rubric shows that the student:			
	3	2	1
1. understood the task and followed directions			
2. provided relevant information with correct sentence structure (I have got)			
3. used a good vocabulary knowledge (body parts)			
4. displayed neat and tidy work			
5. used correct punctuation			
6. wrote the words correctly			
7. used time wisely			
Comments:	Total Points _____/21		

1 - 3	4 - 9	10 - 13	14 - 17	18 - 21
Poor	Unsatisfactory	Satisfactory	Good	Very good



WRITING RUBRIC



TOPIC: My city	EXAM: 5	LEVEL: A2
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		

Task Achievement	10 Marks
Excellent: 9-10 All given words are used, organized clearly	
Very Good: 7-8 Most of the given words are used, organized clearly.	
Satisfactory: 5-6 Some of the words given are used, somewhat choppy organization but main ideas stand out	
Unsatisfactory: 3-4 Few of the given words are used, loosely organized, meaning is not always clear.	
Poor 0-2 Hardly any of the given words are used correctly, ideas confused or disconnected.	

Language (Grammar and Vocabulary)	10 Marks
Excellent: 8-10 Accurate word choice; confident handling of appropriate language, hardly any spelling errors.	
Very Good: 5-7 Good use of appropriate vocabulary, ambitious attempts at complex language. Language is generally accurate, a few spelling errors.	
Satisfactory: 3-4 Adequate range of vocabulary. Generally accurate expression; a number of spelling or grammatical errors may be present but they do not impede communication.	
Unsatisfactory: 1-2 Limited range of vocabulary and inadequate use of grammar. Spelling and grammatical errors may obscure communication at times.	
Poor 0-1 Inadequate vocabulary, illegible writing. A considerable number of spelling and grammatical errors which impede communication	



WRITING RUBRIC



TOPIC: Nature	EXAM: Writing 1,2,3,4 and 5	LEVEL: A2
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		




		Level1(1pts)	Level2(2pts)	Level3(3pts)	Level4(4pts)
Capitalization	25%	The learner remembers using Capital letters but is not using them frequently.	The learner capitalizes the first letter of the sentence regularly.	The learner is familiar with capitalization rules but is not using them regularly when needed in the middle of the sentence.	The learner is familiar with capitalization rules and is using them regularly when needed.
Punctuation	25%	The learner can use the end marks at the end of the sentence but is not using them regularly.	The learner is using end marks regularly.	The learner often uses punctuation marks at the end and in the middle of the sentence.	The learner is always ready to use punctuation marks at the end and in the middle of the sentence.
Structure	25%	The sentence is not meaningful as the learner cannot differentiate meaning.	Some of the sentences are meaningful and the learner managed to use the vocabulary correctly.	Most of the sentences are correct and meaningful.	All the sentences are well structured and meaningful.
Content	25%	The learner is missing a subject or a verb.	Sentence has both a subject and verb with 2 or more errors.	Sentence has subject and verb agreement with 1 error.	Words used in the sentence are correct all the time.
SCORE					



WRITING RUBRIC



TOPIC: Introducing	EXAM: Introduce yourself	LEVEL: A2
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		

TRAITS	ADVANCED 	PROFICIENT 	NEEDS DEVELOPMENT 	Score
CONVENTION *spelling *punctuation *capitalization	3	2	1	
VOCABULARY (Student uses the target vocabulary)	3	2	1	
CONTENT (The sentences are adequate to understand the person being introduced)	3	2	1	
APPROPRIATELY SEQUENCED EVENTS (The sentences have a logical sequence)	3	2	1	
LANGUAGE USE (Student uses the language accurately)	3	2	1	
Comments:	Total Score			__/15
	Percentage			___%
	Qualitative Assessment			
<p>15=100% / 14=93% / 13=86% / 12=80% / 11=73% / 10=66% / 9=60% / 8 =53% / 7=46% / 6=40% / 5=33%</p> <p>very good= 86%-100% good=60%-80% needs development=33%-53%</p>				



WRITING RUBRIC



TOPIC: Seasons	EXAM: Summer - Write a text about you	LEVEL: A2
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		

CRITERIA			
LEVEL OF PERFORMANCE	CONTENT / IDEAS	LANGUAGE	CONVENTION
PROFICIENT 	5 points Provides a complete answer that is relevant and meaningful.	5 points No spelling or grammar errors	2 points Uses accurate punctuation and capitalization.
DEVELOPING 	3–4 points Some information is missing or not always relevant and meaningful.	3–4 points 1, 2, or 3 spelling or grammar errors.	1 point Some inaccuracy in the use of punctuation and capitalization.
NEEDS IMPROVEMENT 	1–2 points The answer is incomplete and/or not relevant and meaningful.	1–2 points More than 4 spelling or grammar errors.	0 point Lack of mastery in the use of punctuation and capitalization.

score	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100
Qualitative Assessment	Poor		Unsatisfactory			Satisfactory			Good		Very good	

GRADING						
STUDENTS	CONTENT / IDEAS	LANGUAGE	CONVENTION	TOTAL	%	QUALITATIVE ASSESSMENT
	1 – 5 points	1 – 5 points	0 – 2 points	12 points	%	
A						
B						
C						
D						
E						



WRITING RUBRIC

TOPIC: Body	EXAM: Describe the monster	LEVEL: A1
Name: _____ Surname: _____ N ^{ber} : _____ Grade/Class: _____		

Needs Improvement:1 Fair: 2 Good:3 Excellent:4

Student's Name	Uses the language structure accurately "It has got"	Uses the words accurately "three eyes, two arms etc."	Uses conjunctions accurately "and"	Writes most words correctly	S c o r e

Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Qualitative Assessment	Poor			Unsatisfactory				Satisfactory				Good			Very good	