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Timed Writing Exam: understanding the assessment process

1. How do we mark ("grade"/"score") your writing?

Comments				words:
Task Fulfilment	Organisation (etc.)	Vocabulary (etc.)	Grammar (etc.)	/20
				%

Write Task fulfilment (**TF**) or Organization (**Org.**) or Grammar (**Gram.**) or Vocabulary (**Voc.**) in the right hand column

Example: Verb forms are correct, especially main verbs	<i>Gram</i>
Ideas are set out logically	
VTL words are used and spelled correctly	
Response is relevant to the question	
Punctuation is used correctly, especially full stops.	
The main and supporting ideas are correct	
Paragraphing is appropriate	
Non-VTL words are used and spelt correctly	
Sound basic sentence structure (SVO) is consistently displayed	
Word count is satisfactory	
There is variety and accuracy of compound and complex sentences.	
There is an attempt to include a range of non-VTL words	
Cohesive devices/transition words are used appropriately	

2. The Level Two Assessment Rubric

	Task Fulfillment	Organisation	Vocabulary	Grammar
5 Exceptional Pass	<p>Task/Prompt is completely satisfied/thoroughly addressed (Goes beyond normal expectations).</p> <ul style="list-style-type: none"> » Clear, comprehensive position taken (thesis statement). » Well supported with relevant, accurate and original details. » Fluent style. <p>Charts: all relevant chart or table data & numerical details used. Clear, comprehensive overview.</p>	<p>Logically organized with smooth progression of ideas.</p> <ul style="list-style-type: none"> » Very effective & coherent paragraph development (<u>all</u> sentences cohesively support and explain the topic). (T1- conclusion optional) » Varied and accurate use of cohesive devices and pronoun referencing. 	<p>Vocabulary is highly accurate, appropriate and varied.</p> <ul style="list-style-type: none"> » Word forms are correct. » No spelling errors. Student shows a degree of risk taking with the vocabulary <p>(T1-highly effective and varied use of comparatives/time order words)</p>	<p>Accurate grammar and a variety of sentence types (simple, compound, and complex).</p> <ul style="list-style-type: none"> » Hardly any errors in use of articles, punctuation and capitalization.
4 High Pass	<p>Satisfies task/fulfills prompt requirements, but lacks depth of thought/style.</p> <ul style="list-style-type: none"> » Understands the question and clear position taken (thesis statement). » Main points are clear & relevant with minimal inaccuracy. » Support is present and mostly suitable (slightly underdeveloped). <p>Charts: nearly all relevant flow chart steps or table data & numerical details used. Clear overview.</p>	<p>Organization is logical and largely coherent.</p> <ul style="list-style-type: none"> » Effective introduction, body (<u>most</u> sentences cohesively support and explain the topic sentences), and conclusion. (T1- conclusion optional) » Mostly effective cohesive devices and pronoun referencing. 	<p>Vocabulary is mostly accurate, appropriate and varied.</p> <ul style="list-style-type: none"> » Some minor errors in word forms. » Very few spelling errors <p>(T1- effective use of comparatives/ time order words with some variety)</p>	<p>Mostly accurate grammar in a variety sentences.</p> <ul style="list-style-type: none"> » Compound and complex sentences used correctly. » Few article, punctuation or capitalization errors.
3 Pass	<p>Mostly satisfies task/addresses prompt but some parts are not completely developed.</p> <ul style="list-style-type: none"> » Mostly understands the prompt. Position taken, though somewhat unclear (thesis statement). » Support may be weakened by some irrelevancies, inaccuracies, and repetition of ideas. <p>Charts: some relevant chart or table data & numerical details missing. Overview presented, though may be a little unclear.</p>	<p>Organization is present, with adequate coherence.</p> <ul style="list-style-type: none"> » Introduction <u>and</u> conclusion present but may be weak. » Body paragraph sentences provide some coherent & cohesive support of the topic sentences. (T1- conclusion. optional). » Cohesive devices present, but with some inaccuracy and over-repetition. » Pronoun referencing, but with inaccuracies. 	<p>Vocabulary is adequate, but with some inaccuracies and repetition.</p> <ul style="list-style-type: none"> » Some errors in word forms. » Some spelling errors <p>(T1- comparatives/time order words used with limited variety)</p>	<p>Simple structures mainly correct.</p> <ul style="list-style-type: none"> » Limited variety in sentence patterns. However, compound and complex sentences are attempted, with varying success. » Some article, punctuation and capitalization errors.
2 Fail	<p>Partially satisfies task/addresses prompt.</p> <ul style="list-style-type: none"> » Does not seem to fully understand the prompt. No clear position taken (no thesis statement). » Main points may be missing and/or the essay contains irrelevancies & inaccuracies, with a lot of repetition of ideas. » Minimal support of ideas present. <p>Charts: important chart or table data or numerical details misused or missing. No or irrelevant overview.</p>	<p>Organization is attempted, but with limited cohesion and coherence.</p> <ul style="list-style-type: none"> » Very weak (or missing) introduction or conclusion. » Body paragraphs provide minimal or confused development of the topic sentences. (T1- conclusion optional) » Cohesive devices and pronoun referencing are attempted, but many inaccuracies. 	<p>Vocabulary is quite limited and inaccurate.</p> <ul style="list-style-type: none"> » Many errors in word forms. » Many spelling errors throughout the essay. » Very repetitive. <p>(T1-limited, often inaccurate use of comparatives/time order words.</p>	<p>Many errors. Simple structures predominate (meaning impeded at times).</p> <ul style="list-style-type: none"> » Many article, punctuation and capitalization errors.
1 Low Fail	<p>Does not satisfy task/response is minimal or off topic.</p> <ul style="list-style-type: none"> » Mostly irrelevant and/or inaccurate information. » Main points totally unclear, irrelevant or missing. » No support of ideas present. <p>Charts: No S&D or numerical details given / Flowchart steps are missing or in wrong order.</p>	<p>Writing is unorganized and very difficult to follow.</p> <ul style="list-style-type: none"> » No introduction and conclusion. » No topic sentences or paragraph structures. (T1- conclusion optional) » No cohesive devices or pronoun referencing. 	<p>Vocab. is extremely restricted and errors predominate.</p> <ul style="list-style-type: none"> » Very little control of word formation. » Spelling errors impede understanding. <p>(T1-no use of comparatives/time order words)</p>	<p>Quantity of errors impedes understanding (very little sentence structure).</p> <ul style="list-style-type: none"> » Little or no capitalization or punctuation