



FOREIGN LANGUAGES UNIT
ENGLISH PREPARATORY PROGRAMME
WRITING EXAM RUBRIC

| | 5 Points | 4 Points | 3 Points | 2 Points | 1 Point |
|--|---|---|---|---|--|
| Task Fulfilment (Task Completion, Text Length & Rhetoric Style) | <ul style="list-style-type: none"> Understands the tasks fully and satisfies the task's demands Provides relevant content comprehensively without being off-topic Develop the main idea with relevant details precisely Meets the required length for the task (%80-100) Shows very good command of rhetoric organisation | <ul style="list-style-type: none"> Understands the tasks and satisfies the task's demands effectively Provides relevant content well without being off-topic. Develop the main idea with relevant details well Meets most of the required length for the task. (%80-60) Shows good command of rhetoric organisation | <ul style="list-style-type: none"> Understands the tasks and satisfies the task's demands to some extent Provides partially relevant content Develop the main idea with relevant details sufficiently Meets the required length for the task to some extent. (%60-40) Shows sufficient command of rhetoric organisation | <ul style="list-style-type: none"> Understands the tasks limitedly and barely satisfies the task's demands Provides relevant content limitedly Develop the main idea with limited details Barely meets the required length for the task. (%40-20) Shows limited command of rhetoric organisation | <ul style="list-style-type: none"> No understanding of the tasks and failure to satisfy the task's demands Fails to provide relevant content. Almost no relevant details to develop the main ideas Does not or poorly meet the requirement of the text length for the task. (%20-0) Shows poor command of rhetoric organisation |
| Grammar Range and Accuracy (Tenses, Word Order, Conjunctions...) | <ul style="list-style-type: none"> Uses a wide range of grammatical structures, including complex sentences according to their level effectively Maintains grammatical accuracy throughout the text with minor or no errors. | <ul style="list-style-type: none"> Uses a wide range of grammatical structures, including complex sentences according to their level mostly Maintains grammatical accuracy throughout the text with a few errors | <ul style="list-style-type: none"> Uses a wide range of grammatical structures, including complex sentences according to their level sufficiently Maintains grammatical accuracy throughout the text with some errors | <ul style="list-style-type: none"> Uses accurate grammatical structure rarely Has difficulty maintaining grammatical accuracy throughout the text. | <ul style="list-style-type: none"> Is unable to be accurate and to use appropriate grammatical structure according to their level Shows almost no maintenance of grammatical accuracy throughout the text |
| Cohesion and Coherence | <ul style="list-style-type: none"> Organization: introduces the topic sentence/thesis statement and/or supporting sentences very well Provides the text in well-organized paragraph(s) according to their level Coherence: Effectively uses cohesive devices (articles, pronouns, connector, etc.) and conjunctions to maintain the unity of the text | <ul style="list-style-type: none"> Organization: introduces the topic sentence/thesis statement and/or supporting sentences well Provides the text in organized paragraph(s) according to their level adequately Coherence: Uses cohesive devices (articles, pronouns, connector, etc.) and conjunctions to maintain the unity of the text well | <ul style="list-style-type: none"> Organization: introduces the topic sentence/thesis statement and/or supporting sentences to some extent Provides the text in organized paragraph(s) according to their level sufficiently Coherence: Uses cohesive devices (articles, pronouns, connector, etc.) and conjunctions to maintain the unity of the text sufficiently | <ul style="list-style-type: none"> Organization: introduces the topic sentence/thesis statement and/or supporting sentences limitedly Provides the text in poorly organized paragraph(s) according to their level Coherence: Limited use of cohesive devices (articles, pronouns, connector, etc.) and conjunctions throughout the text | <ul style="list-style-type: none"> Organization: Rarely introduces the topic sentence/thesis statement and/or supporting sentences properly No organisation in the text or in paragraph(s) Coherence: Almost no / no use of the cohesive devices (articles, pronouns, connector, etc.) and conjunctions throughout the text |
| Lexical Range & Orthography | <ul style="list-style-type: none"> Uses a wide range of target vocabulary very well Uses lexical items appropriate to context Uses punctuation marks and applies capitalisation very well Avoids spelling errors throughout the text | <ul style="list-style-type: none"> Uses a wide range of target vocabulary well Uses lexical items appropriate to context well Uses punctuation marks and applies capitalisation well Avoids spelling errors in most of the text | <ul style="list-style-type: none"> Uses target vocabulary sufficiently Uses appropriate lexical items to the context sufficiently Uses punctuation marks and applies capitalisation sufficiently Avoids spelling errors in the text generally | <ul style="list-style-type: none"> Uses a limited range of vocabulary Uses limited lexical items with inaccuracies Uses punctuation marks minimally and applies capitalisation mistakes Impede meaning with spelling errors throughout the text | <ul style="list-style-type: none"> Uses a very limited range of vocabulary Uses lexical items poorly and/or with severe errors. Rarely uses punctuation marks and applies capitalisation very limitedly Difficult to understand the text because of the spelling errors |