



**CONTENT RELEVANCE & TEXT/PARAGRAPH ORGANIZATION (15)** (What is said and whether it is said where it corresponds)

**CONTENT RELEVANCE (5)** How the subject matter of the candidate's answer relates to the writing prompt.

Answer demonstrates full understanding of the specific content requirements of the writing prompt. **5**

Answer demonstrates partial understanding of the specific content requirements of the writing prompt. **2.5**

Answer clearly demonstrates lack of understanding of the specific content requirements of the writing prompt. **0**

**TOPIC SENTENCE/INTRODUCTORY PARAGRAPH (2.5)** The roadmap for the paragraph/essay (introduces main idea and tells reader what to expect from rest of paragraph/essay in terms of content).

The TS/IP opens the paragraph clearly establishing the target of the description. It grabs attention and invites to continue reading. **2.5**

The TS/IP is dull and uninviting (e.g., "In this paragraph/essay, I am going to describe my grandmother") and/or does not provide the reason why the description is relevant/necessary. **1**

There is no TS/IP establishing the target of the description. Instead, the writer jumps directly into description. **0**

**SUPPORTING SENTENCES/SUPPORTING PARAGRAPHS (5)** The body of the paragraph/essay: SSs/SPs develop TS/IP with facts, details, and/or examples. All SSs/SPs must relate to TS/IP (i.e., no irrelevant facts, details, or examples should be included). Relationship of each SS/SP to TS/IP must be clearly indicated with connecting words. Same applies to relationship of one SS/SP to next (or previous) one.

There are four to six fully developed SSs/two or three fully developed SPs (with relevant facts, details, and/or examples). The relationship of each SS/SP to the TS/IP and to other SSs/SPs (prior or next) is clearly established via the corresponding connecting words. **5**

The SSs/SPs are unequally developed. Some are neatly packed with relevant facts, details, and/or examples while others resemble neutral statements instead of descriptive sentences/paragraphs. The candidate has aimed at establishing a relationship between the SSs/SPs and the TS/IP and among the SSs/SPs themselves, successfully in some cases and unsuccessfully in others (i.e., correct or incorrect use of connecting words). **3.5**

There are more than four SSs/more than three SPs and they are not sufficiently or clearly developed with relevant facts, details, and/or examples. There is no attempt (i.e., no use of connecting words) to establish the relationship between the SSs/SPs and the TS/IP or among the SSs/SPs themselves. **2**

The body of the paragraph is constituted by one, excessively long SS or, on the contrary, of a series of short and/or disconnected SSs (e.g., no connecting words or incorrect connecting words are used). The SSs/SPs do not provide enough facts, details, or examples to develop the TS/IP or they seem unrelated to it. The relationship of each SS/SP and the TS/IP and among the different SSs/SPs is not established or is not clear enough. **0**

**CLOSING SENTENCE/CLOSING PARAGRAPH (2.5)** CS/CP ends paragraph/essay reminding reader of person, thing, or place described in SSs/SPs. CS/CP must clearly show that the writer has completed the message presented in TS/IP restating it with different words and/or leaving the reader with a lasting image of the person, thing, or place described. Does not include new ideas.

The CS/CP adequately reformulates the TS/IP and/or elements of the SSs/SPs and leaves the reader with a lasting image of the person, thing, or place described. It neatly closes the paragraph/essay. **2.5**

The CS/CP a) fails to show or does not clearly show its relationship to the TS/IP and/or to the SSs/SPs, and b) does not seem to provide a sense of closure **1**



to the paragraph/essay (e.g., details/facts/examples that are new or unrelated to the TS/SSs or IP/SPs may have been introduced).  
There is no CS/CP. The paragraph/essay ends while still providing information about the target of the description and without adding a final sentence/paragraph to wrap it all up and close the paragraph/essay.

0

**USE OF ENGLISH (20)** Grammar and vocabulary

**GRAMMAR (G) (10)** Candidates must demonstrate mastery of A1, A2, and B1 grammar topics. Two (or more) instances of the same error will be penalized only once.

No "penalizable" errors.	10
One, two, or three "penalizable" errors.	8
Four, five, or six "penalizable" errors.	6
Seven, eight, or nine "penalizable" errors.	4
Ten, eleven, or twelve "penalizable" errors.	2
The text is full of grammatical errors.	0

**VOCABULARY (V) (10)** Candidates must use a variety of lexical items.

A wide variety of precise, vivid, sense-reaching words/phrases is used. Their placement in the sentence seems accurate, natural and not forced. At least one simile or metaphor has been used.	10
A variety of vivid, sense-reaching words/phrases is used. Occasionally, however, some w/p are used inaccurately or seem overdone.	7.5
Sense-reaching words/phrases have not been sufficiently developed (i.e., there are not enough of them to capture the reader's interest, or their use is incorrect).	5
No sense-reaching words/phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately describe the target person, object, or place. It also fails to communicate meaning at the denotative/representative level.	2.5
The text is full of lexical errors.	0

**MECHANICS (5)** (Spelling, Punctuation & Capitalization)

**SPELLING (3)** Supposedly already acquired words (A1, A2, B1) must be correctly spelled (i.e., A1, A2 and B1 lexical items are considered "penalizable").

No "penalizable" errors.	3
One or two "penalizable" errors.	2
Three or four "penalizable" errors.	1
Five or more "penalizable" errors.	0

**PUNCTUATION (1)** Punctuation marks (1. Sentence endings (period, question mark, exclamation mark); 2. Within-sentence (comma, semicolon, colon); 3. Other (parentheses, double quotation marks, ellipses) must be correctly used.

No errors.	1	One or two errors.	0.75
Three or four errors.	0.5	Five or more errors.	0.25
No use of punctuation marks.	0		

**CAPITALIZATION (1)** Words with capital initial letters: brands, companies, days, months, historical episodes & eras, holidays, institutions, manmade structures & territories, landmarks, nicknames, organizations, planets, races / nationalities / tribes, religions & deities, special occasions, streets & roads.

No errors.	1	One or two errors.	0.75
Three or four errors.	0.50	Five or six errors.	0.25
Seven or more errors.	0		

**TOTAL MARKS:**



**NOTE 1:** This specific scoring rubric is to be used with candidate answers which meet the requirements of Task 5 in terms of number of words (150-175 words). To score answers between 150-120 words and answers shorter than 120 words, users will have to apply the corresponding modifications in the allowance of marks in the different sections of the rubric, following indications provided in the document "Criterios de corrección".

**NOTE 2:** Candidates will be allowed to complete this task in either a single paragraph (highly suggested) or as a text (i.e., in 2 or 3 paragraphs). No penalization will be applied for choosing one format or the other.

**NOTE 3:** In the exam, texts which do not describe will be scored with 0 marks for lack of task accomplishment. (For example, the candidate is asked "describe your mother" and, instead, the candidate narrates an event involving his/her mother, but no description is included, or the answer consists mainly of a narrative instead of a description.)

**NOTE 4:** All the criteria in the present rubric have been formulated to be used with paragraph answers. However, the same criteria will be applied when the candidate's answer is written in the form of an essay. Because the number of words that candidates are required to write (150-175) is more like the normal length of a paragraph than that of an essay, it is advisable that candidates produce their answers in the paragraph format. However, essay-like answers will be accepted, as agreed. Where the present rubric indicates "topic sentence", if the answer is written in the form of an essay, the rubric would indicate "thesis statement"; where the current rubric indicates "supporting sentences", the rubric would indicate "supporting paragraphs"; finally, where the current rubric indicates "closing sentence", the rubric would indicate "closing paragraph/conclusion".

**NOTE 5:** What is a lexical error (in this rubric)? A lexical error involves the wrong selection of single-item or multiword lexical units. Here are some examples:

- Wrong word (single-item): Juana and Pedro are my sisters siblings.
- Wrong phrasal verb: My mother wants me to get off get up at 7 pm every day. (It's an error if the phrasal verb is entirely incorrect or if the main verb or the particle(s) are incorrect.)
- Wrong collocation: 1) The audience gave the pianist a big ring round of applause. 2) He has a purple black eye because he told too many lies.
- Wrong proverb or formulaic expression (e.g., as sick as a eat dog; as ill sick as a dog; so as sick as a dog; to at any rate; at no any rate; a stitch in time makes saves nine, etc.).

Please, note that choosing the right lexical item (single-word) and an incorrect ending (e.g., plural morpheme, suffix) or an incorrect prefix is not considered a lexical error but a grammatical one. For example, if the candidate means "injusto" and writes "infair" instead of "unfair", this error will be considered a grammatical error, not a lexical one.

Note too that prepositions errors are also considered grammatical errors, not lexical errors.

**NOTE 6:** Note that one thing is "to establish the target of the description" or that "the supporting sentences/paragraphs are developed with facts," etc., i.e., to do so or not, and a different thing is whether the target of the description is relevant (i.e., directly related to the specific requirements of the writing prompt). In these sections ("topic sentence", "supporting sentences", "closing sentence"), what is assessed is whether that bit of information is included or not, not whether it is correct from an informational point of view, which is assessed in the "content relevance" criterion of the rubric.