



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 only 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
RECIPIENT (R) (0.2) The email address of the person to whom the email is sent.	
The recipient has been indicated and the format is correct.	0.20
The recipient has been indicated but the format is not correct.	0.10
The recipient has not been indicated.	0
SENDER (S) (0.2) The email address of the person who sends the email. (If the task instructions do not specify the sender's email address, the candidate will have to make one up, not use her/his real one).	
The sender has been indicated and the format is correct.	0.20
The sender has been indicated but the format is not correct.	0.10
The sender has not been indicated.	0
SUBJECT LINE (SL) (0.2) A phrase/short sentence (e.g., between 3 and 7 words) to briefly indicate what the email is about (e.g., "Party at my house this Friday").	
The subject line briefly and clearly summarizes the content of the email.	0.20
The subject line does not clearly summarize the content of the email, is too short/too long, or seems unrelated to the content of the email.	0.10
The subject line has not been included.	0
GREETING (G) (0.2) The formula to greet (or "say hello to") the recipient.	
The level of formality of the greeting formula agrees with the type of relationship between the sender and the recipient.	0.20
The level of formality of the greeting formula does not agree with the type of relationship between the sender and the recipient.	0.10
The greeting formula has not been included (or not where it corresponds).	0
BODY (B) (8) The central part of the email, which establishes the aim(s) and details of the communication between the sender and the recipient.	
The body includes a couple of lines to refer to the recipient's previous email and/or indicate the reason(s) for replying to the recipient's previous email (if there was one), and establishes and details the content of the communication with the recipient (i.e., it accomplishes the communication goals indicated in the task instructions). (See Note 3 below)	8
The body fails to (a) refer to the recipient's previous email (when it should be necessary); (b) indicate the reason(s) for replying to the recipient's previous email (when it should be necessary), OR (c) establish and detail the content of the communication with the recipient (i.e., does not accomplish the communication goal(s) indicated in the instructions). (See Note 3 below)	4
The body fails to include two or more of the elements indicated in the previous section (a and b; a and c; or b and c above). (See Note 3 below)	2
CLOSING (C) (1) The last part of the email, which appropriately ends the communication with the recipient.	
The closing part includes (a) a line or two to indicate (why) communication is ended at that point (e.g., "I've to leave you now, my parents are waiting for me."), or to send greetings and/or make reference for future contact (e.g., "Don't forget to let me know ...") AND (b) a closing phrase "to say goodbye" appropriately (e.g., "Take care" or "Best wishes").	1
The closing part is missing (a) and/or (b) above.	0.5
There is no closing to the email.	0



SIGNING OFF (SO) (0.2) The sender's name at the very end of the email. (If the task instructions do not specify the sender's name, the candidate will have to make one up, not use her/his real one.)

The sender includes his/her name where it corresponds and in an appropriate format (e.g., "Jane", not "Jane Smith"). **0.20**

The sender includes his/her name and family name (e.g., "Jane Smith"), the initial of his/her name and a family name (e.g., "J. Smith"), the initials of his/her name and family name (e.g., "J.S."), or his/her family name alone (e.g., "Jones"). **0.10**

The sender does not include his/her name. **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. Slightly informal varieties of more formal lexical items (incl. phr. verbs) are accepted. (The use of a single offensive lexical item will be penalized and this section (VOCABULARY) will be automatically rated with the minimum score (0 marks).

A wide variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and linger there. Their placement in the sentence seems accurate, natural, and not forced. **10**

A variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and may even linger there. Occasionally, however, some of those words/phrases are used inaccurately or seem overdone **7.5**

Topic-related 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). Word choice is vague, mundane, and/or repetitive (i.e., words/phrases communicate clearly, but the paragraph lacks variety, punch, and/or flair) **5**

No topic-related words or phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately present the ideas that need to be communicated, even at the most denotative/representative level. **2.5**

The text is full of lexical errors and/or contains offensive language. **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). For answers between 150-120 words and answers containing fewer 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: 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 3: Please note that one thing is to establish and detail the content of the communication with the recipient ("body" criterion in the rubric), i.e., to do it or not to do it, and a different thing is whether the content of the communication with the recipient established in the candidate's answer is or not relevant (i.e., directly related to the specific requirements of the writing prompt). In this section ("body"), 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.