



CONTENT RELEVANCE & PARAGRAPH/ESSAY 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 The TS/IP clearly establishes the topic to be discussed along the paragraph/essay and PROVIDES THE WRITER'S OPINION.

The TS/IP clearly introduces the topic, grabs attention, and invites reading. The writer's opinion is clearly established. **2.5**
 The TS/IP does not clearly advance what the rest of the paragraph/text is going to be about, it is dull and uninviting, and/or does not include the writer's opinion. **1**
 There is no TS/IP. Instead, the writer jumps directly into opinion. **0**

SUPPORTING SENTENCES/SUPPORTING PARAGRAPHS The body of the paragraph: 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). 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 two to four fully developed SSs or two 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 arguments in support of the opinion initially established. 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 or more than two SPs, but 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/text is constituted by one, excessively long SS/SP or, on the contrary, of a series of short and/or disconnected SSs/SPs (e.g., no connecting words or incorrect connecting words). The SS(s)/SP(s) do not provide enough facts, details, or examples to develop the TS/IP or 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. **0**

CLOSING SENTENCE/CLOSING PARAGRAPH The CS/CP must restate the writer's opinion (and, if possible, the main arguments put forward for this opinion) and include a call to action. Overall, the conclusion must contribute to convince the reader of the writer's opinion.

The CS/CP a) restates the writer's opinion in a new, more insightful manner and new words and, if possible, (i.e., if word count allows), summarizes the main arguments, and b) includes a call to action. It ends the paragraph/text reinforcing the writer's opinion. **2.5**
 The CS/CP a) does not restate the writer's opinion or repeats it in basically the same words as those used in the TS/IP, and b) does not sum up the main arguments or does not include a call to action. Overall, it fails to reinforce the writer's opinion and close the paragraph/text. **1**



There is no CS/CP. The paragraph/text ends while still providing arguments in support of the writer's opinion. Thus, there is no sense of closure to the paragraph/essay whatsoever. **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 topic-related words/phrases is used. Their placement in the sentence seems accurate, natural, and not forced.	10
A variety of topic-related words/phrases is used. Occasionally, however, some of those w/p 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 and/or repetitive.	5
No topic-related words/phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately present the arguments in favor or against the issue being discussed. It also fails to communicate meaning at the denotative/representative level.	2.5
The paragraph/essay 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). 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: In the exam, paragraphs / essays which are clearly not opinion paragraphs/essays (i.e., paragraphs / essays which provide arguments exclusively in support of the writer's opinion) will be scored with 0 marks for lack of task accomplishment. Likewise, paragraphs / essays which are clearly unrelated to the topic of the task will be scored with 0 marks for lack of task accomplishment. "Clearly unrelated" means that half or more of the paragraph / essay is off topic. To avoid earning a "0" for lack of task accomplishment, it is highly advisable to read the writing prompt in the exam very carefully and meet the requirements both in terms of text format (i.e., the student's answer) and task content (i.e., task topic).

NOTE 3: 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 4: 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:

- a) Wrong word (single-item): Juana and Pedro are my sisters siblings.
- b) 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.)
- c) 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.
- d) 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.