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 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**

TOPIC SENTENCE/INTRODUCTORY PARAGRAPH (2.5) The TS/IP clearly establishes the topic to be discussed along the paragraph/essay and DOES NOT provide the writer's opinion(s).

The TS/IP opens the paragraph/essay effectively (i.e., it clearly introduces the topic) and grabs reader's attention. A personal opinion is NOT included.	**2.5**
The TS/IP does not clearly advance what the rest of the paragraph/essay will be about, it is dull and uninviting, and/or includes the candidate's opinion.	**1**
There is no TS/IP establishing the topic. Instead, the candidate jumps directly into argumentation.	**0**

SUPPORTING SENTENCES / SUPPORTING PARAGRAPHS (5) Body of 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 clearly indicated with connecting words. Same applies to relationship of one SS/SP to next (or previous) one.

Between three and six fully developed SSs covering both sides of the argument (e.g., 2 in favor and 1 against; 1 pro and 2 cons, etc., depending on the formulation of the writing prompt), or two fully developed paragraphs, one on either side of the argument, with relevant facts, details, and/or examples. Relationship of each SS/SP to TS/IP and to other SSs/SPs (prior or next) clearly established with connecting words.	**5**
SSs/SPs unequally developed. Some neatly packed with relevant facts, details, and/or examples; others resemble neutral statements instead of arguments in favor/against the issue discussed. The candidate aims at establishing relationship between SSs/SPs and TS/IP and among SSs/SPs themselves, successfully in some cases and unsuccessfully in others (i.e., correct or incorrect use of connecting words).	**3.5**
Seven or more SSs / More than two SPs, which are not sufficiently or clearly developed with relevant facts, details, and/or examples. No attempt (i.e., no use of connecting words) to establish relationship between SSs/SPs and TS/IP or among SSs/SPs themselves.	**2**
Body of paragraph/text constituted by one or two, excessively long SSs or only one, excessively long SP or, on the contrary, a series of short and/or disconnected SSs/SPs (e.g., no connecting words or incorrect connecting words are used). SS(s)/SP(s) do not provide enough facts, details, or examples to develop TS/IP or are unrelated to it. Relationship of each SS/SP and TS/IP and among SSs/SPs is not established.	**0**

CLOSING SENTENCE / CLOSING PARAGRAPH (2.5) The CS/CP must leave the reader with some final thoughts (not new ideas) on the issue discussed and the supporting points included in the paragraph/essay.

CS/CP (a) restates the issue introduced in the TS/IP using different words; (b) includes the candidate's opinion with justification, & (c) does not include new ideas. It neatly closes the paragraph/essay.	**2.5**
CS/CP (a) does not link back to the TS/IP, or does it by repeating it (TS/IP) with similar words; (b) does not provide the candidate's opinion, or an opinion is included but not justified; and/or (c) includes new ideas.	**1**

No CS/CP. Paragraph/text ends while providing information about arguments put forward in the paragraph/essay. No sense of closure 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 argumentative paragraphs/essays (i.e., paragraphs/essays which provide arguments on one AND the other side of the argument) 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 ~~cat~~ 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.