CONTENT SELECTION AND ORGANIZATION (15) (What is said and whether it is said where it corresponds)

TOPIC SENTENCE/INTRODUCTORY PARAGRAPH 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.	**4.5**
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.	**2.5**
There is no TS/IP establishing the target of the description. Instead, the writer jumps directly into description.	**0**

SUPPORTING SENTENCES/SUPPORTING PARAGRAPHS 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.	**6**
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).	**4.5**
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.	**3**
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.	**1.5**

CLOSING SENTENCE/CLOSING PARAGRAPH 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.	**4.5**
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 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).	**2.5**
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) 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 or more "penalizable" errors.	**2**

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

A wide variety of precise, vivid, sense-reaching words/phrases is used. These w/p draw pictures in the reader's mind and linger there. 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. These w/p draw pictures in the reader's mind and may even linger there. Occasionally, however, some of those 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). Word choice is vague and/or repetitive (i.e., w/p communicate clearly, but the paragraph lacks variety, punch, and/or flair).	**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**

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) Common punctuation marks (1. Sentence endings (period, question mark, and exclamation mark); 2. Within-sentence marks (comma, semicolon, and colon); 3. Other marks (parentheses, double quotation marks, and 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**

CAPITALIZATION (1) Capital initial letters must be used in: brand names, companies, days, months, historical episodes and eras, holidays, institutions, manmade structures, manmade territories, landmarks, nicknames, organizations, planets, races/nationalities/tribes, religions and names of deities, special occasions, streets and roads.

No errors.	**1**
One or two errors.	**0.75**
Three or four errors.	**0.5**
Five or more errors.	**0.25**

TOTAL MARKS:	

NOTE 1: To use this rubric correctly, a level of performance (left column) for each sub-criterion (e.g., Grammar, within "Use of English") must be selected and its corresponding score (right column) added up.

NOTE 2: This specific scoring rubric is to be used with candidate answers which meet the requirements of Task 5 in terms of number of words (*between 150 and 175 words*). To score answers between 120 and 110 words and answers shorter than 100 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 3: In the exam, **texts which do not describe will be scored with 0 marks** for lack of task accomplishment. "0 marks. Task not accomplished" will be written below the candidate's answer on the answer sheet. (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.)

NOTA 3: En el examen, los textos que no sean claramente descriptivos (por ejemplo, que la mayor parte del texto sea una narración y la descripción constituya menos del 75% del texto) serán calificados con 0 puntos por no realizar la tarea que se requiere. Serán igualmente calificados con 0 puntos aquellos textos que sí describan, pero no lo hagan CLARAMENTE sobre el tema propuesto en el enunciado. En el cuadernillo, junto a la respuesta proporcionada para este ejercicio, aparecerá la calificación "0 puntos. Tarea no realizada".