

Year 10 – It's a Teens' World

Writing Assessment Rubrics

Email

(40 p)

	CONTENT DEVELOPMENT AND COMMUNICATION		ORGANISATION (coherence and cohesion)		RANGE, ACCURACY AND APPROPRIATE USE OF LANGUAGE	
LEVEL 5	- shows very good knowledge of topic-related issues - addresses all the required pieces of information in full and relevant/appropriate detail - fully achieves the required communicative goal/effect of the task: to write an email asking for advice	10	- the text is very well organised: ideas are sequenced in logical paragraphs and respect the required structure - the text uses a wide variety of cohesive devices in an accurate and appropriate manner	15	- shows very good control of grammatical forms - uses a wide range of vocabulary - punctuation used properly throughout and/or spelling with minor or no errors	15
LEVEL 4	- shows good knowledge of topic-related issues - addresses all the required pieces of information in some detail - achieves the required communicative goal/effect of the task: to write an email asking for advice	8	- the text is well organised: ideas are mostly sequenced in logical paragraphs and respect the required structure - the text uses a variety of cohesive devices in an accurate and appropriate manner	12	- shows good control of grammatical forms - uses appropriately varied vocabulary - shows good control and use of punctuation and spelling throughout there may be minor errors, but these do not impede understanding or communicative effect	12
LEVEL 3	- shows satisfactory knowledge of topic-related issues - addresses some of the required pieces of information in adequate detail - achieves part of the required communicative goal/effect of the task: to write an email asking for advice	6	- the text is organised: ideas are sequenced in logical paragraphs but not always respecting the required structure - the text uses adequate cohesive devices not always in appropriate manner	9	- shows control of grammatical forms but with occasional errors - uses high-frequency vocabulary - punctuation used mostly properly throughout and/or spelling with some mistakes, which do not impede understanding or communicative effect	9
LEVEL 2	- shows insufficient knowledge of topic-related issues - addresses few required pieces of information not in much detail - barely achieves the required communicative goal/effect of the task: to write an email asking for advice	4	- the text shows insufficient or inappropriate organisation - the text shows limited control and/or inappropriate use of cohesive devices	6	- shows limited control of grammatical forms, often with errors - uses limited vocabulary - punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede understanding or communicative effect	6
LEVEL 1	- shows limited or no knowledge of topic-related issues - is not able to provide relevant detail of the required content points - does not achieve the required communicative goal/effect of the task: to write an email asking for advice	2	- the text shows no organisation - the text uses no cohesive devices or very inappropriately	3	- shows little or no control of grammatical forms - uses limited vocabulary hardly organised into sentences - there is inappropriate word-for-word L1 interference which impedes understanding	3

Speech

(160 p)

	CONTENT DEVELOPMENT AND COMMUNICATION		ORGANISATION (coherence and cohesion)		RANGE, ACCURACY AND APPROPRIATE USE OF LANGUAGE	
LEVEL 5	- shows a very good knowledge of topic-related issues - presents main points persuasively using very clear, strong and effective arguments - fully achieves the required communicative goal/effect of the task: to grab an audience's attention	44	- the text is very well organised: ideas are sequenced in logical and accurate paragraphs and respect the required structure - the text uses a wide variety of cohesive devices in an accurate and appropriate manner	58	- shows a very good control of simple and complex grammatical forms - uses a wide range of vocabulary and language devices - punctuation used properly throughout and/or spelling with minor or no errors	58
LEVEL 4	- shows good knowledge of topic-related issues - presents main points persuasively using clear, strong and effective arguments - achieves the required communicative goal/effect of the task: to grab an audience's attention	34	- the text is well organised: ideas are mostly sequenced in logical and accurate paragraphs and respect the required structure - the text uses a variety of cohesive devices in an accurate and appropriate manner	44	- shows a very good control of simple grammatical forms - uses varied vocabulary and language devices - punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension	44
LEVEL 3	- shows some knowledge of topic-related issues - presents some main points using arguments in a clear and effective way - achieves part of the required communicative goal/effect of the task: to grab an audience's attention	24	- the text is organised: ideas are sequenced in logical but sometimes not very accurate. paragraphs and/or not always respecting the required structure - the text uses little variety of cohesive devices sometimes with inaccuracies	32	- shows control of simple grammatical forms but with occasional errors - uses high-frequency vocabulary and language devices - punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension	32
LEVEL 2	- shows a poor knowledge of topic-related issues - presents few main points persuasively not always clearly or effectively - barely achieves the required communicative goal/effect of the task: to grab an audience's attention	16	- the text is barely organised: ideas are sequenced in paragraphs, but not very logically or accurately, and/or not respecting the required structure - the text uses a limited variety of cohesive devices not always accurately or appropriately	20	- shows limited control of simple grammatical forms, often with errors - uses limited vocabulary and language devices - punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension	20
LEVEL 1	- shows limited or no knowledge of topic-related issues - presents few or no main points - does not achieve the required communicative goal/effect of the task: to grab an audience's attention	8	- the text is not organised or sequenced in logical and accurate paragraphs and does not respect the required structure - the text uses no cohesive devices or very inaccurately	8	- shows little or no control of simple grammatical forms. - uses limited vocabulary hardly organised into sentences. - clear interference from mother tongue, which impedes comprehension.	8