

Level C2 Writing Evaluation Criteria

Integrated Writing Task One

<u>Score</u>	<u>Response Description</u>
9-10	The response successfully selects the important information (points) from the lecture and accurately and completely presents this information in relation to the relevant information (points) in the reading passage. The response is well organized, in paragraphs with each having a main idea, and with cohesive transitions between paragraphs. The best responses will have an introductory paragraph, two or more paragraphs of development, and a concluding paragraph. Language/grammar errors that are present do not result in inaccurate or imprecise presentation of content or of the relationship between lecture and passage.
7-8	The response succeeds overall in selecting the important information (points) from the lecture and accurately presenting this information in relation to the relevant information (points) in the reading passage, but may have minor omissions, inaccuracies, vagueness or imprecision of some content from the lecture or in connection to points made in the reading. The response has fairly frequent errors in language and/or grammar but such errors cause only occasional lapses in clarity or connection of ideas.
6	The response contains some of the important information (points) from the lecture and conveys some of the relevant

connections to the information (points) from the reading passage, but is marked by one or more of the following:

- vague, over-general, unclear or imprecise connection of the points made in the lecture to points in the reading;
- omits one major key point made in the lecture;
- some key points made in lecture or reading, or connections between the two are incomplete, inaccurate, or imprecise;
- frequent errors in language/grammar which result in noticeably vague expression or obscured meanings in conveying ideas and connections.

4-5

The response contains some of the relevant information (points) of the lecture but is marked by significant language difficulties or by significant omission or inaccurate expression of important ideas from the lecture or in the connections between the lecture and the reading. The response is marked by one or more of the following:

- significant misrepresentation or complete omission of overall connection between lecture and reading;
- significant omission or misrepresentation of points made in the lecture;
- language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the lecture and reading passage.

2-3

The response provides little or no meaningful or relevant coherent content from the lecture and/or the level of the response is so low that it is difficult to derive meaning.

0-1 The response merely copies sentences from the reading, misses the topic or is otherwise unconnected to the topic, is marred by overly frequent foreign language structures or contains no or nearly no relevant information.

Integrated Writing Task Two

Score

Response Description

9-10 The response successfully selects and accurately and completely summarizes the important information (points) from the reading passage. The response clearly states a thesis/opinion and develops a convincing essay in support of the thesis. The response is well organized, in paragraphs with each having a main idea, and with cohesive transitions between paragraphs. The best responses will have an introductory paragraph, two or more paragraphs of development, and a concluding paragraph. Language/grammar errors that are present do not interfere with the successful development of the response.

7-8 The response succeeds overall in selecting and summarizing the important information (points) from the reading passage, but may be marked by minor omissions, inaccuracies, vagueness or imprecision. The response clearly states a thesis/opinion and develops a generally convincing essay in support of the thesis. There are fairly frequent errors in language and/or grammar but such errors cause only occasional lapses in clarity or connection of ideas.

- 6 The response contains some of the important information (points) from the passage, states a thesis/opinion and develops an essay supporting the thesis, but is marked by one or more of the following:
- vague, over-general, unclear or imprecise connection of the points made in the passage to points in the essay;
 - omits one major key point made in the passage;
 - some key points made in the reading, or connections between the reading and the response essay are incomplete, inaccurate, or imprecise;
 - frequent errors in language/grammar which result in noticeably vague expression or obscured meanings in conveying ideas and connections.
- 4-5 The response contains some of the relevant information of the passage but is marked by significant language difficulties or by significant omission or inaccurate expression of important ideas from the reading or in the connections between the reading and the response essay. The response is marked by one or more of the following:
- significant misrepresentation or complete omission of overall connection between the passage and the response essay;
 - significant omission or misrepresentation of points made in the reading passage;
 - language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas from the passage or response essay.
- 2-3 The response provides little or no meaningful or relevant coherent content from the reading passage and/or the level

of the response is so low that it is difficult to derive meaning.

0-1 The response merely copies sentences from the reading passage, fails to state a thesis, or to develop an essay in support of the thesis.

Independent Writing Task

Score

Response Description

- 9-10 The essay accomplishes all of the following:
- effectively addresses the topic and task;
 - well organized and well developed, using appropriate explanations, exemplifications, and/or details;
 - displays unity, progression, coherence;
 - displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomatic phrasing, though it may have minor lexical or grammatical errors.
- 7-8 The essay accomplishes all of the following:
- addresses the topic and task well, though some points not fully elaborated;
 - generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details;

- displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections;
- displays facility in use of language, demonstrating syntactic variety and range of vocabulary, though it has noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning.

6

The essay is marked by one or more of the following:

- addresses the topic and task using fairly developed explanations, exemplifications, and/or details;
- displays unity, progression, and coherence but connection of ideas may be occasionally vague or obscure;
- inconsistent facility in sentence formation and word choice that results in lack of clarity and occasionally obscure meaning;
- accurate but limited range of syntactical structures and vocabulary

4-5

The essay reveals one or more of the following weaknesses:

- limited development in response to the topic;
- inadequate organization or connection of ideas;
- inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to task;
- noticeably inadequate choice of words or word forms
- accumulation of errors in sentence structure and/or usage

2-3

The essay is flawed by one or more of the following:

- serious disorganization or underdevelopment;
- little or no detail or irrelevant specifics, or questionable responsiveness to the task;
- serious and frequent errors in sentence structure or usage

0-1

The essay merely copies words or phrases from the topic prompt, does not address the topic, or is otherwise not connected to the topic, or is overly laden with foreign structures that interfere with expression.