

Scoring Guide for Short Writing (15%)

<p>Excellent 13 – 15</p>	<p><i>The writer displays a good level of competence in handling the language</i></p> <ul style="list-style-type: none"> • Minor weaknesses in mechanics do not impede the overall communication • Sentences are controlled and varied in structure • Organization is good • Vocabulary is reasonably sophisticated, and expression for the most part idiomatic • Applied most important grammar rules correctly to express writer’s intentions
<p>Very Good 9 – 12</p>	<p><i>The writer is on topic, and clearly expresses his or her ideas</i></p> <ul style="list-style-type: none"> • The message is clear • Organization is defined but conventional • Some attempt to use more interesting structures has been made, although expression is simplistic • Reasonable application of most important grammar rules and mechanics (especially in agreement, syntax and pronouns)
<p>Satisfactory 5 - 8</p>	<p><i>The writer’s response is appropriate to the task set but is at times unclear</i></p> <ul style="list-style-type: none"> • Paper is simplistic and formulaic, and may stray off topic • Structures are bland but the mechanical errors do not impede communication • Some knowledge of grammar and idiom is demonstrated • Vocabulary, although correct, is predictable
<p>Minimal 1 – 4</p>	<p><i>The writer does not achieve, in an effective manner, a response appropriate to the task set</i></p> <ul style="list-style-type: none"> • The composition may lack any clear or sufficient development, resulting in a rambling, disjointed piece of writing • Mechanical errors are numerous, and may impede communication • Idiomatic expression is either absent or so limited that it does not enhance the writing • Vocabulary is generally simplistic
<p>0</p>	<p><i>A paper at this level conveys little or no sense of purpose, development and control</i></p> <ul style="list-style-type: none"> • Too deficient in length to evaluate • Errors make the paper unintelligible • No discernible grasp of idiom

Scoring Guide for Extended Writing (20%)

<p>Excellent 17 – 20</p>	<p><i>The writer displays a good level of competence in handling the language</i></p> <ul style="list-style-type: none"> • Minor weaknesses in grammar that do not impede the overall communication • Sentences are controlled and varied in structure • Organization is good, though not flawless • Vocabulary is reasonably sophisticated, and expression for the most part idiomatic
<p>Very Good 13 – 16</p>	<p><i>The writer is on topic, and clearly expresses his or her ideas</i></p> <ul style="list-style-type: none"> • The message is clear • Organization is defined but conventional • Some attempt to use more interesting structures has been made, although expression is simplistic • Demonstrates reasonable control of grammar and idiom although there are frequent errors in usage
<p>Satisfactory 8 – 12</p>	<p><i>The writer’s response is appropriate to the task set but is at times unclear</i></p> <ul style="list-style-type: none"> • Paper is simplistic and formulaic, and may stray off topic • Structures are bland but the mechanical errors do not impede communication • Some control of verb tenses (if applicable) and idiom is demonstrated • Vocabulary, although correct, is predictable
<p>Minimal 4 – 7</p>	<p><i>The writer does not achieve, in an effective manner, a response appropriate to the task set</i></p> <ul style="list-style-type: none"> • The composition may lack development • Grammatical errors are numerous and may impede communication • Idiomatic expression is either absent or so limited that it does not enhance the writing • Vocabulary is generally simplistic
<p>Weak 1 – 3</p>	<p><i>Although the writer reveals a serious lack of control over idiom and expression, he/she has made an attempt to respond to the prompt</i></p> <ul style="list-style-type: none"> • The writing may tend to be repetitive and limited to 1 or 2 ideas • Sentences may be very simple or the syntax may be weak • Frequent errors in syntax, spelling and vocabulary choice impede the flow of ideas, as the writer barely communicates his/her ideas and intentions • Evidence of direct translation from English to target language
<p>0</p>	<p><i>A paper at this level conveys little or no sense of purpose, development and control</i></p> <ul style="list-style-type: none"> • Too deficient in length to evaluate • Errors make the paper unintelligible • No discernible grasp of idiom

Scoring Guide for Reading Comprehension Component (20%)

2 points The response is both accurate and complete supported with information and/or examples from the passage, as asked for in the question. .

1 point The answer is a partial response to the question. The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. .

0 point The answer is incorrect or not based upon the passage, or the student gives no response.

Scoring Guide for Oral Component (12%)

<p><i>Excellent</i> 11 - 12</p>	<ul style="list-style-type: none"> • Message is clear; includes relevant and appropriate details • Language flows easily • Expression, intonation help make the meaning and feelings clear • Attempts complex structures and language to make meaning precise • Communication is not affected by grammatical or idiomatic errors
<p><i>Very Good</i> 8 - 10</p>	<ul style="list-style-type: none"> • Message is clear; includes relevant and appropriate details • May be hesitant • Expression, intonation are appropriate • Uses appropriate structures and language to convey meaning; • May include errors in word choice, idiom, tense and structure, but these do not reduce the effectiveness of the communication
<p><i>Satisfactory</i> 4 - 7</p>	<ul style="list-style-type: none"> • Message is understandable; includes some detail • May be hesitant with frequent short pauses • Some appropriate expression, intonation to support meaning • Uses basic structures and language • May include errors in word choice, idiom, tense and structure that weaken but do not prevent communication
<p><i>Minimal</i> 0 - 3</p>	<ul style="list-style-type: none"> • Basic message is understandable; little detail or elaboration • Interaction is hesitant with frequent pauses or breaks; these often extend to the point where little or no communication is taking place • May use expression and intonation to support meaning in places • Uses simple, basic structures and language; repetitive • Errors in word choice, idiom, tense and structure disrupt communication