

## Level 3 Writing Rubric

	5 (Exceptional Pass)	4 (High Pass)	3 (Low Pass)	2 (High Fail)	1 - 0.5 (Low Fail)
Task Fulfillment	<p>Response indicates a thorough understanding of the prompt (goes beyond normal expectations)</p> <ul style="list-style-type: none"> <li>Clear, well-supported essay with <b>a variety</b> of examples and explanations</li> <li>Depth and originality</li> <li>Becoming fluent</li> <li>Content is <b>wholly</b> relevant to the prompt</li> </ul>	<p>Response indicates a good understanding of the prompt</p> <ul style="list-style-type: none"> <li>Clear, well-supported essay (one or more concrete facts/ examples for each main idea)</li> <li>Sound response but may lack depth</li> <li>Supporting ideas contain almost no irrelevancies and/or repetition of ideas</li> </ul>	<p>Question answered adequately and all parts of prompt addressed</p> <ul style="list-style-type: none"> <li>Main points reasonably clear</li> <li>One or more concrete facts/ examples although some parts of the task may be more developed than others</li> <li>Some supporting ideas may be weakened by irrelevancies, and/or repetition of ideas</li> </ul>	<p>Question addressed, or partially answered</p> <ul style="list-style-type: none"> <li>May lack clarity or not fully understand the prompt</li> <li>Minimal development, perhaps with much repetition</li> <li>Tangential</li> </ul>	<p>Little attempt to address question</p> <ul style="list-style-type: none"> <li>Off topic</li> <li>Little or no support</li> <li>Lacks clarity</li> <li>Dramatically under length</li> </ul>
Organisation and Coherence	<p>The information is completely logical and coherent and the response can be followed effortlessly</p> <ul style="list-style-type: none"> <li>Well-developed introduction (with Thesis Statement), two or more body paragraphs and a well-formed conclusion</li> <li>Logical, smooth progression in text</li> <li>Wide range of cohesive devices used accurately</li> <li>Accurate use of pronoun referencing</li> </ul>	<p>The information is logically organized and the response can be followed without noticeable strain on the reader</p> <ul style="list-style-type: none"> <li>At least four paragraphs, effective introduction (Thesis Statement present) and conclusion</li> <li>Logical progression in text</li> <li>Wider range of cohesive devices attempted</li> <li>Mostly effective pronoun referencing</li> </ul>	<p>The information is generally arranged coherently and response can be followed without too much difficulty</p> <ul style="list-style-type: none"> <li>At least four paragraphs, intro (weak), body &amp; conclusion (weak)</li> <li>Mostly appropriate cohesive devices although some may be inadequate, inaccurate, and/or overused</li> <li>Use of pronoun referencing but with some inaccuracies</li> </ul>	<p>Evidence of organization is present, but is not wholly logical. Response can be difficult to follow</p> <ul style="list-style-type: none"> <li>At least two paragraphs used to show introduction, body, or conclusion</li> <li>Several errors with, or omissions of cohesive devices which may affect fluency and coherence</li> <li>Pronoun referencing mainly inaccurate</li> </ul>	<p>The response lacks logical organization and is extremely difficult or impossible to follow</p> <ul style="list-style-type: none"> <li>Minimal use or absence of cohesive devices</li> <li>No paragraphing</li> <li>Pronoun referencing inaccurate/lacking/absent</li> </ul>

Vocabulary	<b>Precise and varied use of vocabulary appropriate to the topic</b> <ul style="list-style-type: none"> <li>Word forms are accurate</li> <li>Low-frequency vocabulary is used accurately</li> <li>Appropriate idiomatic expressions</li> <li>Almost no, non-intrusive mistakes with spelling</li> </ul>	<b>Wide range and accurate use of vocabulary for the topic</b> <ul style="list-style-type: none"> <li>Accurate use of vocabulary for the topic</li> <li>An attempt at some low-frequency vocabulary – possibly misused</li> <li>Few non-intrusive errors in word formation</li> <li>Few non-intrusive spelling mistakes</li> </ul>	<b>Mostly accurate word choice, but with restricted range</b> <ul style="list-style-type: none"> <li>Mostly accurate use of vocabulary for the topic</li> <li>Precision may be lacking due to word form errors</li> <li>Occasional errors in spelling may occur, but meaning is clear</li> </ul>	<b>Word choice is basic and at times inaccurate and may cause strain for the reader</b> <ul style="list-style-type: none"> <li>May be repetitive.</li> <li>Fair grasp of very high frequency vocabulary</li> <li>Several spelling errors occur, but words are usually recognizable with effort</li> </ul>	<b>Inaccurate use of vocabulary and errors predominate</b> <ul style="list-style-type: none"> <li>Vocabulary is restricted, misused, and repetitive</li> <li>Only high-frequency vocabulary – sometimes misused</li> <li>Spelling of unfamiliar words may be unrecognisable</li> </ul>
	<b>Grammar is accurate in simple, compound and complex sentences</b> <ul style="list-style-type: none"> <li>A <b>complete range</b> of sentence structures is present, used with control and accuracy</li> <li>Accurate punctuation</li> </ul>	<b>Simple and compound sentences are mostly error-free, with some complex structures used correctly</b> <ul style="list-style-type: none"> <li>Very few systematic errors</li> <li>Hardly any mistakes with capital letters, full stops, commas and apostrophes</li> </ul>	<b>Good grasp of basic simple sentence-level grammar with some attempt at complex sentences/structures</b> <ul style="list-style-type: none"> <li>Some systematic errors</li> <li>Uses capital letters, full stops, commas and apostrophes appropriately, though with some unobtrusive errors</li> </ul>	<b>Poor grasp of basic sentence-level grammar makes meaning sometimes unclear</b> <ul style="list-style-type: none"> <li>A variety of systematic errors but meaning is generally detectable</li> <li>Many errors in capital letters and full stops with commas and apostrophes missing or misused</li> </ul>	<b>Grammar errors so severe that the meaning is distorted</b> <ul style="list-style-type: none"> <li>Little grasp of basic grammar, capitalization and punctuation</li> </ul>
	<ul style="list-style-type: none"> <li>Highly effective and completely accurate use of modals, relative clauses, and conditionals</li> </ul>	<ul style="list-style-type: none"> <li>Effective and mainly accurate use of modals, relative clauses, and conditionals</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt to use modals, relative clauses, and/or conditionals, perhaps with frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>Rarely attempts use of modals, relative clauses, and/or conditionals</li> </ul>	<ul style="list-style-type: none"> <li>No use of modals, relative clauses, and/or conditionals</li> </ul>

**Under length Timed Writing Exam Scripts:**

< 100w = -3 on TF    101-175w = -2 on TF    176-240w = -1 on TF

**HALF MARKS ALLOWED! NO ZERO SCORES! (unless blank page or copying)**

**Copying:** As per handbook guidelines, smaller chunks of copied material are bracketed and are not included in the word count.  
Extensive or complete copying should attract a zero score. Check with Writing Coordinator or L3 Writing Committee members if in doubt.