

FMV IŞIK UNIVERSITY SFL ENGLISH PREP. PROGRAM - WRITTEN ASSESMENT CRITERIA FOR ESSAY (B1+)

MARKS	Task Achievement <i>relevance & appropriacy of ideas and examples, register</i>	Organisation <i>cohesion, coherence, paragraphing, textual fluency, punctuation</i>
10	<ul style="list-style-type: none"> Requirements of set task type fully observed All content points addressed and fully developed Relevant and supporting details / examples are provided for all content points Set word length (+/-10%) observed 	<ul style="list-style-type: none"> Performance has a very clear overall structure at the text level Highly effective use of paragraphing Develops points in a very clear and systematic way Marks relationships between ideas in a very clear way Uses a wide variety of linking devices Follows standard layout for required task type Conventions of punctuation observed
9	Performance shares features of bands 8 and 10	
8	<ul style="list-style-type: none"> Requirements of set task type almost fully observed All content points addressed but one or two not fully developed Relevant and supporting details / examples are provided for most content points Set word length (+/-10%) observed 	<ul style="list-style-type: none"> Performance has a clear overall structure at the text level Good use of paragraphing Develops points systematically Most relationships between ideas marked Uses a variety of linking devices Follows standard layout for required task type Conventions of punctuation observed
7	Performance shares features of bands 6 and 8	
6	<ul style="list-style-type: none"> Requirements of set task type mainly observed Most content points addressed, one of which may not be fully developed / all content points addressed, but none fully developed Relevant and supporting details / examples are provided for most content points Set word length (+/-10%) observed 	<ul style="list-style-type: none"> Performance has a satisfactory overall structure at the text level Generally follows paragraphing conventions Develops points largely systematically Some relationships between ideas marked Uses a limited number of linking devices Follows standard layout for required task type most of the time Conventions of punctuation mostly observed
5	Performance shares features of bands 4 and 6	
4	<ul style="list-style-type: none"> Requirements of set task type partially observed Most content points addressed but none fully developed / some irrelevant points may be observed Not enough relevant and supporting details / supporting details sometimes irrelevant or include irrelevant information Set word length (+/-10%) not observed 	<ul style="list-style-type: none"> Performance has inadequate overall structure at the text level Seldom follows paragraphing conventions Only a few relationships between ideas marked Only some simple linking devices used Follows standard layout for required task type Conventions of punctuation often not observed
3	Performance shares features of bands 2 and 4	
2	<ul style="list-style-type: none"> Requirements of set task type not observed Only one content point addressed / hardly any content points developed / frequently develops irrelevant content points Hardly any relevant supporting details provided / supporting points mostly irrelevant Set word length (+/-10%) not observed 	<ul style="list-style-type: none"> Performance has little if any structure at the text level Paragraphing conventions largely ignored Ideas are presented in a random order without logical connections Lack of linking devices Standard layout largely ignored Conventions of punctuation hardly ever observed
1	Performance shares features of bands 1 and 3	
0	<i>sample inadequate even to justify the lowest mark</i>	<i>sample inadequate even to justify the lowest mark</i>

- **Text Length:** 250-350 words
- **Completely Off-Topic:** 1
- **Partially Off-Topic:** 0 for Task Achievement Band
- **Incomplete:** 1: If the essay lacks only the conclusion; 5 out of 10 for task achievement
2: If the essay lacks only the introduction; 5 out of 10 for task achievement
3: If the essay has only 1 paragraph; 0 for task achievement

MARKS	Range <i>structures, vocabulary, appropriacy, flexibility</i>	Accuracy <i>structures, vocabulary, word order, spelling</i>
10	<ul style="list-style-type: none"> Expresses him/herself clearly without any sign of having to restrict what he/she wants to say Uses a very good variety of structures Uses a range of complex structures / sentence forms Uses a wide range of vocabulary for the set task Varies formulation to avoid repetition Uses a good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	<ul style="list-style-type: none"> Very good structural control Hardly any slips or errors Very good control of spelling Lexical accuracy is high; hardly any incorrect word choice Highly accurate use of linking devices No re-reading is necessary
9	Performance shares features of bands 8 and 10	
8	<ul style="list-style-type: none"> Expresses him/herself clearly without much sign of having to restrict what he/she wants to say Uses a good variety of structures Uses a range of complex structures / sentence forms Uses a wide range of vocabulary for the set task Varies formulation to avoid repetition* Uses a good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	<ul style="list-style-type: none"> Good structural control Occasional slips or non-systematic errors and minor flaws in sentence structure may still occur but they are rare Good control of spelling Lexical accuracy is high; occasional incorrect word choice does not hinder communication Accurate use of linking devices No re-reading is necessary
7	Performance shares features of bands 6 and 8	
6	<ul style="list-style-type: none"> Expresses him/herself clearly though there may be some signs of restriction Uses some variety of structures Uses some complex structures / sentence forms Uses a good range of vocabulary for the set task Varies formulation to avoid frequent repetition* Uses a sufficient range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	<ul style="list-style-type: none"> Good control of frequent patterns and structures Some structural mistakes but they do not cause misunderstanding Mistakes in spelling occur but do not hinder communication Lexical accuracy is reasonably high on the whole Relatively accurate use of linking devices Reader seldom has to stop to re-read
5	Performance shares features of bands 4 and 6	
4	<ul style="list-style-type: none"> Occasionally unable to express him/herself clearly Uses a limited variety of structures Only occasionally uses complex structures / sentence forms Uses a limited range of vocabulary to cope with the set task Few attempts to vary formulation* Some lexical limitations cause repetition Uses a limited range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	<ul style="list-style-type: none"> Limited control of frequent patterns and structures Structural mistakes sometimes cause misunderstanding Noticeable lexical and structural influence from L1 Spelling frequently inaccurate Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts Lexical inaccuracies sometimes impede communication Some inaccurate use of linking devices Requires effort on the part of the reader
3	Performance shares features of bands 2 and 4	
2	<ul style="list-style-type: none"> Frequently unable to express him/herself clearly Uses little / no variety of structures Uses hardly any complex structures / sentence forms Uses only basic vocabulary No attempts to vary formulation* Lexical limitations frequently cause repetition Fails to use a range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	<ul style="list-style-type: none"> Hardly any structural control Mistakes repeatedly cause misunderstanding Accuracy limited to frequently used patterns Spelling frequently inaccurate Lexical inaccuracies prevent communication Inaccurate use of linking devices Reader frequently has to stop to re-read sections
1		
0	<i>sample inadequate even to justify the lowest mark</i>	<i>sample inadequate even to justify the lowest mark</i>

* at the phrase/expression level – e.g. however / nevertheless / then again etc.