

# ASSESSING SPEAKING & WRITING SKILLS IN THE EFL CLASSROOM

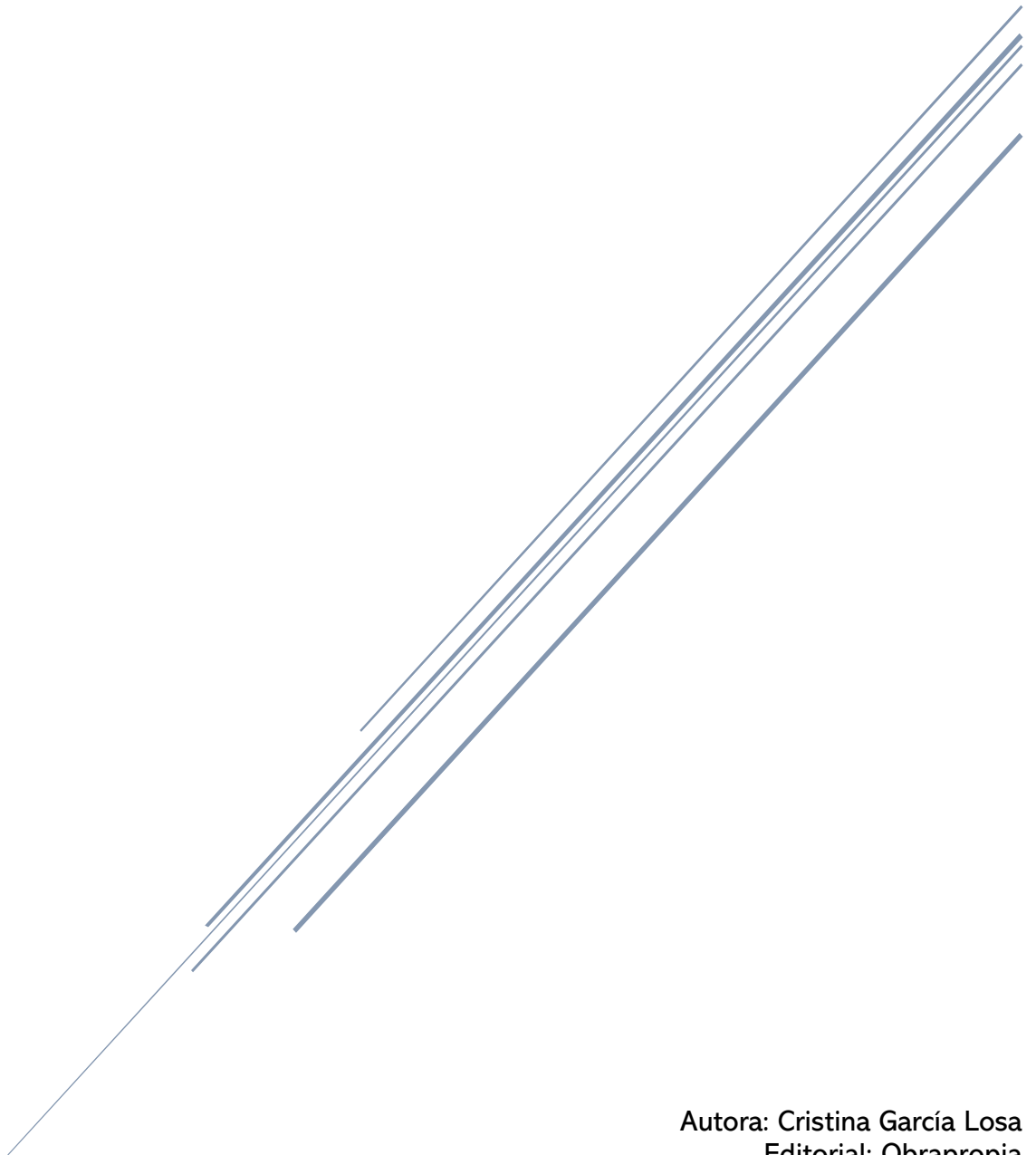


Cristina García Losa

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# ***Assessing Speaking & Writing Skills in the EFL Classroom***

***By Cristina García Losa***



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# INTRODUCTION

## Speaking Rubric Template

U	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
<b>Task Achievement</b> 	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	__ / 2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Content (information)</li> <li>✓ Functional Language (Inviting, Apologising, Requesting, etc.)</li> <li>✓ Structures &amp; Vocabulary</li> </ul>				
<b>Interaction &amp; Fluency</b>	Much effort was required to maintain the conversation. There may have been many long pauses.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Some minor difficulties maintaining the conversation were evident.	Student acted as a facilitator, helping the conversation flow & develop.	__ / 2
<b>Accuracy Grammar</b>	Grammar errors severely hampered communication.	Grammatical errors led to minor difficulties or one major breakdown in communication.	A few minor difficulties arose from not using the structures appropriately.	Uses a full range of structures naturally and appropriately to communicate effectively.	__ / 2
<b>Vocabulary</b>	Communication was severely hampered due to lack of vocabulary.	Some difficulties arose due to limited vocabulary.	A few minor difficulties arose from not using appropriate vocabulary.	Vocabulary studied in class was used to express ideas eloquently.	__ / 2
<b>Pronunciation &amp; Body Language</b>	Pronunciation, inflection, and/or gestures confused communication. Speech is often unintelligible. Student may have been very difficult to hear.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or gestures. Student may have been difficult to hear.	No serious problems arose, but better pronunciation, inflection and/or non-verbal communication could have been more efficient.	Pronunciation was clear, and inflections and gestures were used to enhance communication.	__ / 2
<b>OVERALL MARK</b>					<b>__ / 10</b>

## Writing Rubric Template

<b>C</b>	<b>Poor (0)</b>	<b>Needs Improvement (0,5)</b>	<b>Good (1)</b>	<b>Excellent (2)</b>	<b>Points</b>
<b>Task Achievement</b> 	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Content (information)</li> <li>✓ Functional Language (Inviting, Apologising, Requesting, etc.)</li> <li>✓ Structures &amp; Vocabulary</li> </ul>				
<b>Readability</b>	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
<b>Format &amp; Layout</b>	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
<b>Grammar &amp; Punctuation</b>	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2
<b>Vocabulary</b>	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
				<b>OVERALL MARK</b>	<b>_ / 10</b>




# ASSESSING SPEAKING TASKS



Introducing a Friend (A2)

**INTRODUCING A FRIEND: RUBRIC-SPEAKING**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	The introduction includes all required elements as well as additional information.	All required elements are included on the introduction.	All but 1 of the required elements are included on the introduction.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>Name, Age, Nationality, Job or Studies</b></li> <li>✓ <b>Free time activities (Likes / Enjoys + ING)</b></li> <li>✓ <b>1 activity he/she did this summer (Verb in the Past Simple)</b></li> </ul>				
<b>2) Organization of ideas</b>	The ideas are well organized.	Most of the ideas are well grouped together.	Ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way.	___/2
<b>3) Readiness &amp; Body Posture</b>	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the introduction.	There are 1-2 grammatical/vocabulary mistakes on the introduction.	There are 3-4 grammatical/vocabulary mistakes on the introduction.	There are more than 4 grammatical/vocabulary mistakes on the introduction	___/2
<b>5) Effectiveness / Pronunciation</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

An Animal Riddle (A2)


**ANIMAL RIDDLE: RIDDLE RUBRIC-SPEAKING**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b> 	The riddle includes all required elements as well as additional information.	All required elements are included on the riddle.	All but 1 of the required elements are included on the riddle.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>Type of animal</b> (Mammal, insect, fish, etc.)</li> <li>✓ <b>Location</b> (Where does it live?)</li> <li>✓ <b>Appearance / Looks</b> (Size, colour, body parts...)</li> <li>✓ <b>2 Comparisons</b> with other animals</li> </ul>				
<b>2) Organization of ideas</b>	The ideas follow a logical organization in different parts.	Most of the ideas are organized in a clear way.	The ideas could have been organized better.	The ideas are not organized in any way.	___/2
<b>3) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the riddle.	There are 1-2 grammatical/vocabulary mistakes on the riddle.	There are 3-4 grammatical/vocabulary mistakes on the riddle.	There are more than 4 grammatical/vocabulary mistakes on the riddle	___/2
<b>4) Readiness &amp; Body Posture</b>	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate or repetitive, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
<b>5) Pronunciation/ Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10


**MY SPECIAL EVENTS: TIMELINE RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
1) Content	The timeline includes all required elements as well as additional information.	All required elements are included on the timeline.	All but 1 of the required elements are included on the timeline.	Several required elements were missing.	
	<b>Required Elements:</b> ✓ <b>5 relevant details</b> (birth, starting high school, arrival of sisters / brothers, getting a pet, going to a concert, a trip, etc.) ✓ <b>Subject / Possessive pronouns</b> ✓ <b>1 Picture / Label per each event-year</b> ✓ <b>All actions (Verbs) in the past</b>				___/2
2) Visual Aids	All images are related to the topic and make it easier to understand.	All images are related to the topic and most make it easier to understand.	All images relate to the topic.	Images do not relate to the topic.	___/2
3) Neatness Attractiveness	The timeline is exceptionally attractive in terms of design, layout, and neatness.	The timeline is attractive in terms of design, layout, and neatness.	The timeline is acceptably attractive though it may be a bit messy.	The timeline is distractingly messy or very poorly designed. It is not attractive.	___/2
4) Grammar / Vocabulary	There are no grammatical/ vocabulary mistakes on the timeline.	There are 1-2 grammatical/ vocabulary mistakes on the timeline.	There are 3-4 grammatical/ vocabulary mistakes on the timeline.	There are more than 4 grammatical/vocabulary mistakes on the timeline	___/2
5) Effectiveness	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
				<b>(2 Points per Category)</b>	<b>Overall Mark:</b> ___/10

**PREDICTIONS- IN 10 YEARS' TIME: VIDEO RUBRIC-SPEAKING**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
1) Content	The video includes all required elements as well as additional information.	All required elements are included on the video.	All but 1 of the required elements are included on the video.	Several required elements were missing.	___/2
	 Required Elements:	✓ 2 Predictions about the world (There will be... / There won't be...) ✓ 3 Predictions about you. (I'll + Infinitive) ✓ Time expressions (When I'm 21 years old, In 10 years' time...)			
2) Organization of ideas	The ideas are well organized.	Most of the ideas are well grouped together.	Ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way.	___/2
3) Attractiveness	The video is exceptionally attractive.	The video is attractive.	The video is acceptably attractive though it may be a bit messy.	The video is distractingly messy or very poorly designed. It is not attractive.	___/2
4) Grammar / Vocabulary	There are no grammatical/vocabulary mistakes on the video.	There are 1-2 grammatical/vocabulary mistakes on the video.	There are 3-4 grammatical/vocabulary mistakes on the video.	There are more than 4 grammatical/vocabulary mistakes on the video	___/2
5) Effectiveness / Pronunciation	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/1 0

Celebrity Riddle (A2)


**CELEBRITY RIDDLE: RIDDLE RUBRIC-SPEAKING**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
1) Content	The riddle includes all required elements as well as additional information.	All required elements are included on the riddle.	All but 1 of the required elements are included on the riddle.	Several required elements were missing.	___/2
	 <b>Required Elements:</b> ✓ <b>Basic details: Nationality, Job, Gender (Male or female), Physical Description</b> ✓ <b>2-3 Achievements (Inventions, awards, records, pieces of work...)-Present Perfect or Past Simple verb forms</b>				
2) Organization of ideas	The ideas follow a logical organization in different parts.	Most of the ideas are organized in a clear way.	The ideas could have been organized better.	The ideas are not organized in any way.	___/2
3) Grammar / Vocabulary	There are no grammatical/vocabulary mistakes on the riddle.	There are 1-2 grammatical/vocabulary mistakes on the riddle.	There are 3-4 grammatical/vocabulary mistakes on the riddle.	There are more than 4 grammatical/vocabulary mistakes on the riddle	___/2
4) Readiness & Body Posture	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate or repetitive, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
5) Pronunciation/ Effectiveness	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
				<b>(2 Points per Category)</b>	<b>Overall Mark: ___/10</b>

**MAKING AN EMERGENCY PHONE CALL: ROLEPLAY RUBRIC-SPEAKING**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	The dialogue includes all required elements as well as additional information.	All required elements are included on the dialogue.	All but 1 of the required elements are included on the dialogue.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>Emergency:</b> What's the problem? (Car accident, Fire, Robbery, Attack, etc.)</li> <li>✓ <b>What</b> do you need? (Send the police/ an ambulance/ firefighters) &amp; <b>Where</b> are you?</li> <li>✓ Explain <b>what happened:</b> (Present Perfect OR Past Simple &amp; Continuous)</li> <li>✓ <b>Service Operator response</b> (Stay on the line while we send help/ An ambulance is on the way,...)</li> </ul>				
<b>2) Organization of ideas</b>	The ideas are well organized.	Most of the ideas are well grouped together.	Ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way.	___/2
<b>3) Readiness &amp; Body Posture</b>	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the dialogue.	There are 1-2 grammatical/vocabulary mistakes on the dialogue.	There are 3-4 grammatical/vocabulary mistakes on the dialogue.	There are more than 4 grammatical/vocabulary mistakes on the dialogue	___/2
<b>5) Effectiveness / Pronunciation</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

Ordering Food (B1)

**ORDERING FOOD: ROLEPLAY RUBRIC-SPEAKING**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	The dialogue includes all required elements as well as additional information.	All required elements are included on the dialogue.	All but 1 of the required elements are included on the dialogue.	Several required elements were missing.	___/2
	<b>Required Elements:</b> ✓ Order: a <b>starter</b> , a <b>main course</b> with a <b>side dish</b> , a <b>dessert</b> and a <b>drink</b> ✓ <b>1 recommendation</b> (the '...' is excellent / very popular) ✓ <b>I'll have... / What would you like for + Nouns / Anything to + Infinitive?</b>				
<b>2) Organization of ideas</b>	The ideas are well organized.	Most of the ideas are well grouped together.	Ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way.	___/2
<b>3) Readiness &amp; Body Posture</b>	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the dialogue.	There are 1-2 grammatical/vocabulary mistakes on the dialogue.	There are 3-4 grammatical/vocabulary mistakes on the dialogue.	There are more than 4 grammatical/vocabulary mistakes on the dialogue	___/2
<b>5) Effectiveness / Pronunciation</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

Apologising (B1)

**APOLOGISING: ROLEPLAY RUBRIC-SPEAKING**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	The dialogue includes all required elements as well as additional information.	All required elements are included on the dialogue.	All but 1 of the required elements are included on the dialogue.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ An expression to say <b>sorry</b>: I didn't mean to / Please forgive me / It was very impolite of me to + Infinitive, etc.</li> <li>✓ An <b>excuse</b>: I forgot.../ I thought... OR A <b>promise</b>: I won't do it again</li> <li>✓ An expression to <b>accept the apology</b>: I forgive you / Accepted / I understand/ Anyone can make a mistake</li> </ul>				
<b>2) Organization of ideas</b>	The ideas are well organized.	Most of the ideas are well grouped together.	Ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way.	___/2
<b>3) Readiness &amp; Body Posture</b>	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the dialogue.	There are 1-2 grammatical/vocabulary mistakes on the dialogue.	There are 3-4 grammatical/vocabulary mistakes on the dialogue.	There are more than 4 grammatical/vocabulary mistakes on the dialogue	___/2
<b>5) Effectiveness / Pronunciation</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

Booking a Fight (B1)

**BOOKING A FIGHT: ROLEPLAY RUBRIC-SPEAKING**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	The dialogue includes all required elements as well as additional information.	All required elements are included on the dialogue.	All but 1 of the required elements are included on the dialogue.	Several required elements were missing.	___/2
	<b>Required Elements:</b>	✓	✓ <b>5 questions</b> about the flight: <b>Departure &amp; Arrival (Place, date, time), Luggage allowance, Class</b> ✓ <b>Greetings &amp; Closing (Good morning, How can I help you? Thank you, Bye bye, etc.)</b>		
<b>2) Organization of ideas</b>	The ideas are well organized.	Most of the ideas are well grouped together.	Ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way.	___/2
<b>3) Readiness &amp; Body Posture</b>	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the dialogue.	There are 1-2 grammatical/vocabulary mistakes on the dialogue.	There are 3-4 grammatical/vocabulary mistakes on the dialogue.	There are more than 4 grammatical/vocabulary mistakes on the dialogue	___/2
<b>5) Effectiveness / Pronunciation</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
			<b>(2 Points per Category)</b>		<b>Overall Mark:</b> ___/10

Returning an Item (B1)

**RETURNING AN ITEM TO A SHOP: ROLEPLAY RUBRIC-SPEAKING**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
1) Content	The dialogue includes all required elements as well as additional information.	All required elements are included on the dialogue.	All but 1 of the required elements are included on the dialogue.	Several required elements were missing.	___/2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Describe the <b>problem</b> (It doesn't work / It is broken / There's a hole / It makes a terrible noise)</li> <li>✓ A <b>Solution</b>: (We'll replace it immediately / You can get a refund/ You can get another item)</li> <li>✓ <b>Greeting</b> (Can I help you?) + <b>Closing</b> (Thank you)</li> </ul>				
2) Organization of ideas	The ideas are well organized.	Most of the ideas are well grouped together.	Ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way.	___/2
3) Readiness & Body Posture	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
4) Grammar / Vocabulary	There are no grammatical/vocabulary mistakes on the dialogue.	There are 1-2 grammatical/vocabulary mistakes on the dialogue.	There are 3-4 grammatical/vocabulary mistakes on the dialogue.	There are more than 4 grammatical/vocabulary mistakes on the dialogue	___/2
5) Effectiveness / Pronunciation	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

Presenting an Itinerary (B1)


**PRESENTING AN ITINERARY: RUBRIC-SPEAKING**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_


CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	The introduction includes all required elements as well as additional information.	All required elements are included on the introduction.	All but 1 of the required elements are included on the introduction.	Several required elements were missing.	___/2
	<b>Required Elements:</b> ✓ <b>Destination</b> + 2-3 Specific <b>Places</b> you are going to visit + 2 <b>Visual aids</b> : 1 Map & 1 photo ✓ <b>2-3 Activities</b> you are going to do (BE GOING TO + Infinitive) ✓ <b>3 Time Expressions</b> (On the first day, after lunch, at night, in the morning, ...) ✓ <b>Means of transport</b> you are going to use				
<b>2) Visual Aids</b>	All images are related to the topic and make it easier to understand. Visual tools are creative.	All images are related to the topic and most make it easier to understand.	All images / graphics relate to the topic.	Images do not relate to the topic OR it does not include visual tools.	___/2
<b>3) Readiness &amp; Body Posture</b>	Speaker maintained eye contact and body posture. He/ she has obviously rehearsed it.	Kept eye contact most of the time. Looked at bullet points notes. 1 or 2 pauses. Some evidence he / she has previously rehearsed it.	Checked notes a couple of times. Some pauses. Gestures are inappropriate, which may distract audience.	Reading aloud all the time. Gestures are inappropriate.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the introduction.	There are 1-2 grammatical/vocabulary mistakes on the introduction.	There are 3-4 grammatical/vocabulary mistakes on the introduction.	There are more than 4 grammatical/vocabulary mistakes on the introduction	___/2
<b>5) Effectiveness / Pronunciation</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

**A STORY: RUBRIC-SPEAKING**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_


CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	The dialogue includes all required elements as well as additional information.	All required elements are included on the dialogue.	All but 1 of the required elements are included on the dialogue.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ The questions <b>Who?, When?, What &amp; Where?</b> are answered</li> <li>✓ <b>Characters introduction at the beginning</b></li> <li>✓ <b>The video lasts between 5-10 minutes</b></li> <li>✓ <b>The story has an introduction, problem, resolution and ending</b></li> </ul>				
<b>2) Performance &amp; Costumes</b>	Speaker has obviously rehearsed it. Costumes and props are effectively used.	1 or 2 pauses. Some evidence he / she has previously rehearsed it. Costumes and props are effectively used.	Checked notes a couple of times. Some pauses. Gestures are inappropriate. Costumes and props could be better.	Reading all the time. Gestures are inappropriate. No costumes/props or very poor.	___/2
<b>3) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the dialogue.	There are 1-2 grammatical/vocabulary mistakes on the dialogue.	There are 3-4 grammatical/vocabulary mistakes on the dialogue.	There are more than 4 grammatical/vocabulary mistakes on the dialogue.	___/2
<b>4) Effectiveness / Pronunciation</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>5) Video Edition</b>	It includes a title, credits and the video is well edited. (image, sound, effects..)	It includes a title, credits and the video is partly well edited.	It includes a title, credits and the video has some imperfections.	No title or credits. The video edition lacks professionalism. (bad image, sound, no effects)	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

## Describing a Photo (B1- B2)


S	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Introduction-Type of photo</li> <li>✓ Name the elements in the picture-3 expressions to talk about the elements (in the background / foreground, at the top / bottom, on the left /right)</li> <li>✓ People's actions &amp; feelings</li> <li>✓ A guess (It might be.../ It seems.../ Perhaps...)</li> <li>✓ Relate the picture to you (It reminds me of..., it makes me think of...)</li> </ul>				
<b>Interaction &amp; Fluency</b>	Much effort was required to maintain the conversation. There may have been many long pauses.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Some minor difficulties maintaining the conversation were evident.	Student acted as a facilitator, helping the conversation flow & develop.	_ / 2
<b>Accuracy Grammar</b>	Grammar errors severely hampered communication.	Grammatical errors led to minor difficulties or one major breakdown in communication.	A few minor difficulties arose from not using the structures appropriately.	Uses a full range of structures naturally and appropriately to communicate effectively.	_ / 2
<b>Vocabulary</b>	Communication was severely hampered due to lack of vocabulary.	Some difficulties arose due to limited vocabulary.	A few minor difficulties arose from not using appropriate vocabulary.	Vocabulary studied in class was used to express ideas eloquently.	_ / 2
<b>Pronunciation &amp; Body Language</b>	Pronunciation, inflection, and/or gestures confused communication. Speech is often unintelligible. Student may have been very difficult to hear.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or gestures. Student may have been difficult to hear.	No serious problems arose, but better pronunciation, inflection and/or non-verbal communication could have been more efficient.	Pronunciation was clear, and inflections and gestures were used to enhance communication.	_ / 2
<b>OVERALL MARK</b>					<b>_ / 10</b>



## Comparing Two Photos (B2)


s	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
<b>Task Achievement</b> 	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Introduce the topic- (healthy eating / exercising / free time / types of education / changes in technology / types of holidays)</li> <li>✓ 1-2 Similarities (In both pictures..., / they both show... / they are similar because... / one difference is...)</li> <li>✓ 3 Contrasting Expressions (while, but, instead)</li> <li>✓ Relate the picture to you</li> </ul>				
<b>Interaction &amp; Fluency</b>	Much effort was required to maintain the conversation. There may have been many long pauses.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Some minor difficulties maintaining the conversation were evident.	Student acted as a facilitator, helping the conversation flow & develop.	_ / 2
<b>Accuracy Grammar</b>	Grammar errors severely hampered communication.	Grammatical errors led to minor difficulties or one major breakdown in communication.	A few minor difficulties arose from not using the structures appropriately.	Uses a full range of structures naturally and appropriately to communicate effectively.	_ / 2
<b>Vocabulary</b>	Communication was severely hampered due to lack of vocabulary.	Some difficulties arose due to limited vocabulary.	A few minor difficulties arose from not using appropriate vocabulary.	Vocabulary studied in class was used to express ideas eloquently.	_ / 2
<b>Pronunciation &amp; Body Language</b>	Pronunciation, inflection, and/or gestures confused communication. Speech is often unintelligible. Student may have been very difficult to hear.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or gestures. Student may have been difficult to hear.	No serious problems arose, but better pronunciation, inflection and/or non-verbal communication could have been more efficient.	Pronunciation was clear, and inflections and gestures were used to enhance communication.	_ / 2
<b>OVERALL MARK</b>					<b>_ / 10</b>

## Asking for Details (B2)


<b>S</b>	<b>Poor (0)</b>	<b>Needs Improvement (0,5)</b>	<b>Good (1)</b>	<b>Excellent (2)</b>	<b>Points</b>
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	<b>_ / 2</b>
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Greeting (Can I help you?)</li> <li>✓ 3 subject questions + 1 object question about the item (price, description, condition, usage, reason for selling it, age)</li> <li>✓ Arrange to meet (Place &amp; time)</li> </ul>				
<b>Interaction &amp; Fluency</b>	Much effort was required to maintain the conversation. There may have been many long pauses.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Some minor difficulties maintaining the conversation were evident.	Student acted as a facilitator, helping the conversation flow & develop.	<b>_ / 2</b>
<b>Accuracy Grammar</b>	Grammar errors severely hampered communication.	Grammatical errors led to minor difficulties or one major breakdown in communication.	A few minor difficulties arose from not using the structures appropriately.	Uses a full range of structures naturally and appropriately to communicate effectively.	<b>_ / 2</b>
<b>Vocabulary</b>	Communication was severely hampered due to lack of vocabulary.	Some difficulties arose due to limited vocabulary.	A few minor difficulties arose from not using appropriate vocabulary.	Vocabulary studied in class was used to express ideas eloquently.	<b>_ / 2</b>
<b>Pronunciation &amp; Body Language</b>	Pronunciation, inflection, and/or gestures confused communication. Speech is often unintelligible. Student may have been very difficult to hear.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or gestures. Student may have been difficult to hear.	No serious problems arose, but better pronunciation, inflection and/or non-verbal communication could have been more efficient.	Pronunciation was clear, and inflections and gestures were used to enhance communication.	<b>_ / 2</b>
<b>OVERALL MARK</b>					<b>_ / 10</b>



## Talking about a Past Event (B2)


S	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Key details: What type of event? (concert, trip, contest, competition)</li> <li>✓ When? &amp; Where? + Who was involved?</li> <li>✓ How did the people react to it? - 2 Adjectives to describe feelings</li> <li>✓ How did the story end?</li> <li>✓ Present Perfect, Past Simple &amp; Past Perfect Verb Forms</li> <li>✓ 4 Sequence Connectors</li> </ul>				
<b>Interaction &amp; Fluency</b>	Much effort was required to maintain the conversation. There may have been many long pauses.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Some minor difficulties maintaining the conversation were evident.	Student acted as a facilitator, helping the conversation flow & develop.	_ / 2
<b>Accuracy Grammar</b>	Grammar errors severely hampered communication.	Grammatical errors led to minor difficulties or one major breakdown in communication.	A few minor difficulties arose from not using the structures appropriately.	Uses a full range of structures naturally and appropriately to communicate effectively.	_ / 2
<b>Vocabulary</b>	Communication was severely hampered due to lack of vocabulary.	Some difficulties arose due to limited vocabulary.	A few minor difficulties arose from not using appropriate vocabulary.	Vocabulary studied in class was used to express ideas eloquently.	_ / 2
<b>Pronunciation &amp; Body Language</b>	Pronunciation, inflection, and/or gestures confused communication. Speech is often unintelligible. Student may have been very difficult to hear.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or gestures. Student may have been difficult to hear.	No serious problems arose, but better pronunciation, inflection and/or non-verbal communication could have been more efficient.	Pronunciation was clear, and inflections and gestures were used to enhance communication.	_ / 2
<b>OVERALL MARK</b>					<b>_ / 10</b>

## Arranging to Meet (B2)


	<b>Poor (0)</b>	<b>Needs Improvement (0,5)</b>	<b>Good (1)</b>	<b>Excellent (2)</b>	<b>Points</b>
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	<b>_ / 2</b>
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Activity, Time, &amp; Place (Where &amp; when to meet)</li> <li>✓ 3 Suggestions (Why don't we + Infinitive? / How about Or What about + -ing? / Let's + Infinitive / Shall we + infinitive?)</li> <li>✓ 2 Excuses to reject the first 2 suggestions (sorry, I can't make it. I have to... / I'll be...)</li> </ul>				
<b>Interaction &amp; Fluency</b>	Much effort was required to maintain the conversation. There may have been many long pauses.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Some minor difficulties maintaining the conversation were evident.	Student acted as a facilitator, helping the conversation flow & develop.	<b>_ / 2</b>
<b>Accuracy Grammar</b>	Grammar errors severely hampered communication.	Grammatical errors led to minor difficulties or one major breakdown in communication.	A few minor difficulties arose from not using the structures appropriately.	Uses a full range of structures naturally and appropriately to communicate effectively.	<b>_ / 2</b>
<b>Vocabulary</b>	Communication was severely hampered due to lack of vocabulary.	Some difficulties arose due to limited vocabulary.	A few minor difficulties arose from not using appropriate vocabulary.	Vocabulary studied in class was used to express ideas eloquently.	<b>_ / 2</b>
<b>Pronunciation &amp; Body Language</b>	Pronunciation, inflection, and/or gestures confused communication. Speech is often unintelligible. Student may have been very difficult to hear.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or gestures. Student may have been difficult to hear.	No serious problems arose, but better pronunciation, inflection and/or non-verbal communication could have been more efficient.	Pronunciation was clear, and inflections and gestures were used to enhance communication.	<b>_ / 2</b>
<b>OVERALL MARK</b>					<b>_ / 10</b>



## Coming to an Agreement (B2)

S	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ An expression to show agreement (I see eye to eye with you / I know what you mean / Exactly! / Absolutely! / I agree with you 100%)</li> <li>✓ An expression to show disagreement (That's not how I see it / I disagree with you / I'm not so sure about that / That is not always the case / No way!)</li> <li>✓ An expression to show partial agreement (That's true, but... / You've got a point there, but... / I suppose you're right, but...)</li> <li>✓ An expression to end the discussion (Let's agree to disagree / Let's drop it)</li> <li>✓ A Conditional Sentence</li> </ul>				
<b>Interaction &amp; Fluency</b>	Much effort was required to maintain the conversation. There may have been many long pauses.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Some minor difficulties maintaining the conversation were evident.	Student acted as a facilitator, helping the conversation flow & develop.	_ / 2
<b>Accuracy Grammar</b>	Grammar errors severely hampered communication.	Grammatical errors led to minor difficulties or one major breakdown in communication.	A few minor difficulties arose from not using the structures appropriately.	Uses a full range of structures naturally and appropriately to communicate effectively.	_ / 2
<b>Vocabulary</b>	Communication was severely hampered due to lack of vocabulary.	Some difficulties arose due to limited vocabulary.	A few minor difficulties arose from not using appropriate vocabulary.	Vocabulary studied in class was used to express ideas eloquently.	_ / 2
<b>Pronunciation &amp; Body Language</b>	Pronunciation, inflection, and/or gestures confused communication. Speech is often unintelligible. Student may have been very difficult to hear.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or gestures. Student may have been difficult to hear.	No serious problems arose, but better pronunciation, inflection and/or non-verbal communication could have been more efficient.	Pronunciation was clear, and inflections and gestures were used to enhance communication.	_ / 2

## Requests, Offers & Invitations (B2)

S	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
Task Achievement	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ A Request (Could you + Infinitive?)</li> <li>✓ 2 Offers (Would you like + Noun?) &amp; a positive (Yes, please!) and a negative answer (No, thanks!)</li> <li>✓ An Invitation (Would you like to + Infinitive?)</li> <li>✓ An Excuse (I'm afraid I can't)</li> </ul>				
Interaction & Fluency	Much effort was required to maintain the conversation. There may have been many long pauses.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Some minor difficulties maintaining the conversation were evident.	Student acted as a facilitator, helping the conversation flow & develop.	_ / 2
Accuracy Grammar	Grammar errors severely hampered communication.	Grammatical errors led to minor difficulties or one major breakdown in communication.	A few minor difficulties arose from not using the structures appropriately.	Uses a full range of structures naturally and appropriately to communicate effectively.	_ / 2
Vocabulary	Communication was severely hampered due to lack of vocabulary.	Some difficulties arose due to limited vocabulary.	A few minor difficulties arose from not using appropriate vocabulary.	Vocabulary studied in class was used to express ideas eloquently.	_ / 2
Pronunciation & Body Language	Pronunciation, inflection, and/or gestures confused communication. Speech is often unintelligible. Student may have been very difficult to hear.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or gestures. Student may have been difficult to hear.	No serious problems arose, but better pronunciation, inflection and/or non-verbal communication could have been more efficient.	Pronunciation was clear, and inflections and gestures were used to enhance communication.	_ / 2




# ASSESSING WRITING TASKS



A Poster / Infographic about a Sport (A2)

**A POSTER ABOUT A SPORT: POSTER / INFOGRAPHIC RUBRIC**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content:</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>3 rules with 'must'</b></li> <li>✓ <b>2 prohibited actions with 'mustn't'</b></li> <li>✓ <b>3-4 visual aids (images, graphics, photos, etc.)</b></li> </ul>				
<b>2) Visual Aids</b>	All images / graphics are related to the topic and make it easier to understand. Visual tools are creative.	All images / graphics are related to the topic and most make it easier to understand.	All images / graphics relate to the topic.	Images / graphics do not relate to the topic OR it does not include visual tools.	___/2
<b>3) Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the poster.	There are 1-2 grammatical/ vocabulary mistakes on the poster.	There are 3-4 grammatical/ vocabulary mistakes on the poster.	There are more than 4 grammatical/vocabulary mistakes on the poster.	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>					<b>Overall Mark:</b> ___/10

Rules of a game (A2)


**RULES OF A GAME: WRITING TASK RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content:</b>	It includes all required elements as well as additional information.	All required elements are included on the description.	All but 1 of the required elements are included on the description.	Several required elements were missing.	
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>Name of the game &amp; number of players</b></li> <li>✓ <b>Equipment / resources needed &amp; where you play it</b></li> <li>✓ <b>3 rules with 'must' (Players must + Infinitive)</b></li> <li>✓ <b>2 prohibited actions with 'mustn't' (Players mustn't + Infinitive)</b></li> </ul>				___/2
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / No title.	___/2
<b>3) Neatness</b>	It is exceptionally attractive in terms of design and neatness.	It is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed. It is not attractive.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes	There are 1-2 grammatical/ vocabulary mistakes	There are 3-4 grammatical/ vocabulary mistakes	There are more than 4 grammatical/ vocabulary mistakes.	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

### AN INVITATION CARD: INVITATION CARD RUBRIC


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>	The card includes all required elements as well as additional information.	All required elements are included on the card.	All but 1 of the required elements are included on the card.	Several required elements were missing.	___/2
	<b>Required Elements you need to include:</b> <ul style="list-style-type: none"> <li>✓ <b>Who?</b></li> <li>✓ <b>What? (Type of party /event)</b></li> <li>✓ <b>When? &amp; Where?</b></li> <li>✓ <b>1-2 Visual Tools (Images / pictures)</b></li> </ul>				___/2
<b>2) Visual Tools</b>	All images / pictures are related to the topic and make it easier to understand.	All images / pictures are related to the topic and most make it easier to understand.	All images / pictures relate to the topic.	Images / pictures do not relate to the topic OR there are no visual tools.	___/2
<b>3) Attractiveness/ Neatness</b>	The card is exceptionally attractive in terms of design, layout, and neatness.	The card is attractive in terms of design, layout, and neatness.	The card is acceptably attractive though it may be a bit messy.	The card is distractingly messy or very poorly designed. It is not attractive.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the card.	There are 1-2 grammatical/ vocabulary mistakes on the card.	There are 3-4 grammatical/ vocabulary mistakes on the card.	There are more than 4 grammatical/ vocabulary mistakes on the card.	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

Biography of a Relevant Person or Relative (A2)


**A BIOGRAPHY OF A RELEVANT PERSON: WRITING TASK RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b> 	It includes all required elements as well as additional information.	All required elements are included on the description.	All but 1 of the required elements are included on the description.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>Personal Details: Name, Nationality, Date of birth / death, job, achievements</b></li> <li>✓ <b>Subject / Possessive pronouns</b></li> <li>✓ <b>2 Achievements / Jobs</b></li> </ul>				
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / No title.	___/2
<b>3) Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The description is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed. It is not attractive.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the description.	There are 1-2 grammatical/ vocabulary mistakes on the description.	There are 3-4 grammatical/ vocabulary mistakes on the description.	There are more than 4 grammatical/ vocabulary mistakes on the description	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

**A BLOG POST ABOUT PLANS: WRITING TASK RUBRIC**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b> 	It includes all required elements as well as additional information.	All required elements are included on the post.	All but 1 of the required elements are included on the post.	Several required elements were missing.	___/2
	<b>Required Elements:</b>	<ul style="list-style-type: none"> <li>✓ <b>Event Details:</b> Type of activity (concert, festival, sport competition, etc.), when &amp; where</li> <li>✓ <b>2 Adjectives to describe the event &amp; feelings</b></li> <li>✓ <b>Your Opinion</b></li> <li>✓ <b>3 Connectors of Sequence</b> (First, Then, Next, Finally, etc.)</li> <li>✓ <b>Actions (Verbs) in Present Continuous / Be going to + Infinitive</b></li> </ul>			
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / No title.	___/2
<b>3) Attractiveness/ Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The post is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the post.	There are 1-2 grammatical/ vocabulary mistakes on the post.	There are 3-4 grammatical /vocabulary mistakes on the post.	There are more than 4 grammatical/ vocabulary mistakes on the post	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

Description of an Event (A2-B1)


**A DESCRIPTION OF AN EVENT: WRITING TASK RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>	It includes all required elements as well as additional information.	All required elements are included on the description.	All but 1 of the required elements are included on the description.	Several required elements were missing.	___/2
	<b>Required Elements:</b>				
		<ul style="list-style-type: none"> <li>✓ <b>Type of event (wedding, birthday, graduation, concert, etc.)</b></li> <li>✓ <b>Who? + When? &amp; Where?</b></li> <li>✓ <b>Activities (dancing, playing, watching, etc.) + Food</b></li> <li>✓ <b>2 Adverbs of degree (really, quite, not at all)</b></li> <li>✓ <b>Personal Opinion</b></li> </ul>			
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / no margins. No title.	___/2
<b>3) Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The description is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed. It is not attractive.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the description.	There are 1-2 grammatical/ vocabulary mistakes on the description.	There are 3-4 grammatical/ vocabulary mistakes on the description.	There are more than 4 grammatical/ vocabulary mistakes on the description.	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

**DESCRIBING A PLACE: WRITING TASK RUBRIC**


Student Name: \_\_\_\_\_ Level &amp; Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
1) Content  	It includes all required elements as well as additional information.	All required elements are included on the description.	All but 1 of the required elements are included on the description.	Several required elements were missing.	___/2
	<b>Required Elements:</b>	<ul style="list-style-type: none"> <li>✓ <b>Name of the place, Location, Population</b></li> <li>✓ <b>Landmarks / Physical description, weather</b></li> <li>✓ <b>Interesting activities to do there &amp; Your Opinion about the place</b></li> <li>✓ <b>There is / There are</b></li> <li>✓ <b>2-3 Quantifiers &amp; Determiners (some, any, much, a lot)</b></li> </ul>			
2) Organization of ideas / Layout	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / No title.	___/2
3) Attractiveness/ Neatness	It is exceptionally attractive in terms of design and neatness.	The description is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
4) Grammar / Vocabulary	There are no grammatical/ vocabulary mistakes on the description.	There are 1-2 grammatical/ vocabulary mistakes on the description.	There are 3-4 grammatical /vocabulary mistakes on the description.	There are more than 4 grammatical/ vocabulary mistakes on the description	___/2
5) Effectiveness	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

Report about an Animal (A2-B1)


**ANIMAL REPORT: REPORT RUBRIC-WRITING**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
1) Content	The report includes all required elements as well as additional information.	All required elements are included on the report.	All but 1 of the required elements are included on the report.	Several required elements were missing.	___/2
	 <b>Required Elements:</b>		<ul style="list-style-type: none"> <li>✓ <b>Type of animal</b> (Mammal, insect, fish, etc.)</li> <li>✓ <b>Location</b> (Where does it live?)</li> <li>✓ <b>Physical Description</b> (Size, colour, body parts...)</li> <li>✓ <b>2 Connectors of contrast</b> (But / However, / Although,)</li> <li>✓ <b>Comparison with other animals: 3-4 Adjectives &amp; Adverbs</b></li> <li>✓ <b>State of the animal today</b> (endangered, nonendangered, extinct)</li> </ul>		
2) Organization of ideas	The ideas follow a logical organization in different parts.	Most of the ideas are organized in a clear way.	The ideas could have been organized better.	The ideas are not organized in any way.	___/2
3) Grammar / Vocabulary	There are no grammatical/vocabulary mistakes on the report.	There are 1-2 grammatical/vocabulary mistakes on the report.	There are 3-4 grammatical/vocabulary mistakes on the report.	There are more than 4 grammatical/vocabulary mistakes on the report.	___/2
4) Neatness	It is exceptionally attractive in terms of design and neatness.	The report is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
5) Effectiveness	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10


**FACT SHEET ABOUT A CITY: WRITING TASK RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b> 	It includes all required elements as well as additional information.	All required elements are included on the description.	All but 1 of the required elements are included on the description.	Several required elements were missing.	___/2
	<b>Required Elements:</b>	✓ <b>Name of the place, Location, Size, Population</b> ✓ <b>3 Famous sites / landmarks</b> ✓ <b>3 Interesting activities to do there (Can)</b> ✓ <b>2 Famous people from the city (Be born)</b>			
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / No title.	___/2
<b>3) Attractiveness/ Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The description is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the description.	There are 1-2 grammatical/ vocabulary mistakes on the description.	There are 3-4 grammatical /vocabulary mistakes on the description.	There are more than 4 grammatical/ vocabulary mistakes on the description	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10


### A NARRATIVE: WRITING TASK RUBRIC

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	It includes all required elements as well as additional information.	All required elements are included on the description.	All but 1 of the required elements are included on the description.	Several required elements were missing.	___/2
	<b>Required Elements:</b> ✓ <b>Who? + When? &amp; Where?</b> ✓ <b>3-4 relevant events / actions: What happened (Past Simple &amp; Continuous)</b> ✓ <b>1-2 adjectives to describe people's feelings about the events / ending</b> ✓ <b>3-4 Connectors of Sequence (At first, then, next, after that, later, eventually, in the end, etc.)</b>				
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / no margins. No title.	___/2
<b>3) Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The description is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed. It is not attractive.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the description.	There are 1-2 grammatical/ vocabulary mistakes on the description.	There are 3-4 grammatical/ vocabulary mistakes on the description.	There are more than 4 grammatical/ vocabulary mistakes on the description.	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

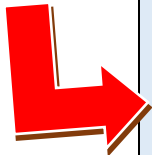
**A DESCRIPTION OF A PAST EVENT: BLOG POST WRITING TASK RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b> 	It includes all required elements as well as additional information.	All required elements are included on the description.	All but 1 of the required elements are included on the description.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>Type of event</b> (wedding, birthday, graduation, concert, competition, etc.)</li> <li>✓ <b>Who? + When? &amp; Where? + Activities (-ING)</b></li> <li>✓ <b>2-3 Adverbs</b> (very loudly, carefully, quickly, suddenly, etc.)</li> <li>✓ <b>2-3 Adjectives</b> How people felt: excited, nervous, worried, shocked, thrilled...</li> <li>✓ <b>Present Perfect, Past Simple &amp; Continuous verb forms</b></li> <li>✓ <b>Your Opinion</b> (Your impression of the event)</li> </ul>				
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / no margins. No title.	___/2
<b>3) Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The description is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed. It is not attractive.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the description.	There are 1-2 grammatical/ vocabulary mistakes on the description.	There are 3-4 grammatical/ vocabulary mistakes on the description.	There are more than 4 grammatical/ vocabulary mistakes on the description.	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10


**A NEWS REPORT: WRITING TASK RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	It includes all required elements as well as additional information.	All required elements are included on the mail.	All but 1 of the required elements are included on the mail.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>A Headline</b> (Summary of the piece of news)</li> <li>✓ <b>Basic facts: Event</b> (What happened?) + <b>People</b> involved (Who?) + <b>Location</b> (Where?) + <b>Time</b> (When?)</li> <li>✓ <b>2 Sentences in the Passive Voice</b></li> <li>✓ <b>2 Purpose Connectors</b> (to + Infinitive / in order to + Infinitive / so that + sentence)</li> <li>✓ <b>What is happening now</b> (Present Continuous)</li> </ul>				
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / No title.	___/2
<b>3) Attractiveness/ Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The mail is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the mail.	There are 1-2 grammatical/ vocabulary mistakes on the mail.	There are 3-4 grammatical /vocabulary mistakes on the mail.	There are more than 4 grammatical/ vocabulary mistakes on the mail	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10


**EMAIL ABOUT PLANS: WRITING TASK RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	It includes all required elements as well as additional information.	All required elements are included on the mail.	All but 1 of the required elements are included on the mail.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>Type of Plan:</b> Visit, school trip, summer camp, etc.</li> <li>✓ <b>Date &amp; Place (Destination)</b></li> <li>✓ <b>2-3 Activities &amp; specific places (BE GOING TO + Infinitive)</b></li> <li>✓ <b>1 Prediction:</b> I'm sure you WILL / WON'T + Infinitive, e.g.: I'm sure you'll love it!</li> <li>✓ <b>Informal Greeting &amp; Closing</b></li> <li>✓ <b>3 Time Expressions (On the first day, after lunch, at night, in the morning, ...)</b></li> </ul>				
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / No title.	___/2
<b>3) Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The mail is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the mail.	There are 1-2 grammatical/ vocabulary mistakes on the mail.	There are 3-4 grammatical /vocabulary mistakes on the mail.	There are more than 4 grammatical/ vocabulary mistakes on the mail	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10


### AN ESSAY ABOUT AN INVENTION: **REPORT RUBRIC-WRITING**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>	The report includes all required elements as well as additional information.	All required elements are included on the report.	All but 1 of the required elements are included on the report.	Several required elements were missing.	___/2
	 <b>Required Elements:</b>	<ul style="list-style-type: none"> <li>✓ <b>The name of the invention &amp; its purpose (Passive Voice: It is used to + Infinitive)</b></li> <li>✓ <b>The inventor (Passive Voice: It was invented by...)</b></li> <li>✓ <b>When was it invented? (Passive Voice: It was invented in + Year)</b></li> <li>✓ <b>The invention impact on people's lives / on the world (Present Perfect: It has changed / made... AND Present Simple (It allows us to + Infinitive))</b></li> <li>✓ <b>3 Addition Connectors (In addition, ... / Moreover, ... / also.../ ... as well as...)</b></li> </ul>			
<b>2) Organization of ideas</b>	The ideas follow a logical organization in different parts.	Most of the ideas are organized in a clear way.	The ideas could have been organized better.	The ideas are not organized in any way.	___/2
<b>3) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the report.	There are 1-2 grammatical/vocabulary mistakes on the report.	There are 3-4 grammatical/vocabulary mistakes on the report.	There are more than 4 grammatical/vocabulary mistakes on the report	___/2
<b>4) Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The report is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10


**LETTER / EMAIL GIVING ADVICE: WRITING TASK RUBRIC**

Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_


CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	It includes all required elements as well as additional information.	All required elements are included on the mail.	All but 1 of the required elements are included on the mail.	Several required elements were missing.	___/2
	<b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ An expression to show your <b>opinion</b>: I think..., It seems...</li> <li>✓ 2 possible <b>solutions</b> to the problem: <b>1 Modal Verb</b>: SHOULD, MUST, HAVE TO + <b>1 Suggestion</b> (Why don't you + Infinitive?)</li> <li>✓ An expression to show <b>empathy</b> (I'm sorry to hear about your problem with...)</li> <li>✓ Informal <b>Greeting</b> (Hi!) &amp; <b>Closing</b> (I hope that helps!)</li> </ul>				
<b>2) Organization of ideas / Layout</b>	The paragraphs show a clear structure. The ideas are well organized. Good use of linking words.	There is a structure (Title, Introduction, Body, Conclusion). Most of the ideas are well grouped together.	There are paragraphs, but ideas could have been organized better. Title is not highlighted.	The ideas are not organized in any way OR No paragraphs / No title.	___/2
<b>3) Attractiveness/ Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The mail is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
<b>4) Grammar / Vocabulary</b>	There are no grammatical/ vocabulary mistakes on the mail.	There are 1-2 grammatical/ vocabulary mistakes on the mail.	There are 3-4 grammatical /vocabulary mistakes on the mail.	There are more than 4 grammatical/ vocabulary mistakes on the mail	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	It takes more than one reading to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10

**RESTAURANT REVIEW: REVIEW RUBRIC-WRITING**


Student Name: \_\_\_\_\_ Level & Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	Excellent (2 points)	Good (1,5 points)	Developing (1 point)	Beginning (No points)	Points
<b>1) Content</b>  	The review includes all required elements as well as additional information.	All required elements are included on the review.	All but 1 of the required elements are included on the review.	Several required elements were missing.	___/2
	<b>Required Elements:</b>	<ul style="list-style-type: none"> <li>✓ <b>Name of the restaurant + Location + Opening hours</b></li> <li>✓ <b>2 adjectives to describe the restaurant: (wonderful, little, Italian, popular, etc.)</b></li> <li>✓ <b>A recommendation (special dish)</b></li> <li>✓ <b>5 vocabulary words about menus</b></li> </ul>			
<b>2) Organization of ideas</b>	The ideas follow a logical organization in different parts.	Most of the ideas are organized in a clear way.	The ideas could have been organized better.	The ideas are not organized in any way.	___/2
<b>3) Grammar / Vocabulary</b>	There are no grammatical/vocabulary mistakes on the review.	There are 1-2 grammatical/vocabulary mistakes on the review.	There are 3-4 grammatical/vocabulary mistakes on the review.	There are more than 4 grammatical/vocabulary mistakes on the review	___/2
<b>4) Neatness</b>	It is exceptionally attractive in terms of design and neatness.	The review is attractive in terms of design, layout, and neatness.	It is acceptably attractive though it may be a bit messy.	It is distractingly messy or very poorly designed.	___/2
<b>5) Effectiveness</b>	It is easy to understand all the details.	Most of the information is easy to understand.	Some details are difficult to understand.	It is hard to get the message.	___/2
<b>(2 Points per Category)</b>				<b>Overall Mark:</b>	___/10


## Describing a Place (B2)

W	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
Task Achievement	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Name, location, size / population</li> <li>✓ Geographical features OR landmarks / famous sites</li> <li>✓ Activities to do there</li> <li>✓ Personal Opinion-Recommendation (You shouldn't miss...)</li> <li>✓ 3 Adjectives to describe a place</li> </ul>				
Readability	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
Format & Layout	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
Grammar & Punctuation	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2
Vocabulary	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
				<b>OVERALL MARK</b>	<b>_ / 10</b>

## Description of a Person (B2)


<b>W</b>	<b>Poor (0)</b>	<b>Needs Improvement (0,5)</b>	<b>Good (1)</b>	<b>Excellent (2)</b>	<b>Points</b>
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Your relationship with that person</li> <li>✓ Appearance (Body complexion, hair, face)</li> <li>✓ 3 personality adjectives</li> <li>✓ Interests &amp; Hobbies + Skills</li> <li>✓ 3 Addition Connectors</li> <li>✓ How do you feel about this person</li> </ul>				
<b>Readability</b>	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
<b>Format &amp; Layout</b>	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
<b>Grammar &amp; Punctuation</b>	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2
<b>Vocabulary</b>	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
<b>OVERALL MARK</b>					<b>_ / 10</b>

## A Biography (B2)

<b>W</b>	<b>Poor (0)</b>	<b>Needs Improvement (0,5)</b>	<b>Good (1)</b>	<b>Excellent (2)</b>	<b>Points</b>
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Name, Nationality, Hometown, Date of birth</li> <li>✓ Childhood details / studies</li> <li>✓ Job &amp; achievements</li> <li>✓ Family Life</li> <li>✓ Plans for the future</li> <li>✓ Why you chose this person</li> </ul>				
<b>Readability</b>	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
<b>Format &amp; Layout</b>	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
<b>Grammar &amp; Punctuation</b>	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2


<b>Vocabulary</b>	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
				<b>OVERALL MARK</b>	_ / 10

## An Informal Email about Plans (B2)


<b>W</b>	<b>Poor (0)</b>	<b>Needs Improvement (0,5)</b>	<b>Good (1)</b>	<b>Excellent (2)</b>	<b>Points</b>
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ An informal Greeting + Opening remarks (Guess what? / How are you?)</li> <li>✓ Closing remarks (Drop me a line!) &amp; Sign off</li> <li>✓ 1 Plan-Future Verb Form</li> <li>✓ 3 Adverbs of Manner &amp; Degree</li> </ul>				
<b>Readability</b>	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
<b>Format &amp; Layout</b>	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
<b>Grammar &amp; Punctuation</b>	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2

<b>Vocabulary</b>	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
	<b>OVERALL MARK</b>				<b>_ / 10</b>


## A Film Review (B2)

W	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Type of film (horror movie, comedy, drama, science fiction, biopic, musical, thriller, etc.)</li> <li>✓ Title, director, year of release, main actors</li> <li>✓ Plot: background of the story (It is set in...) &amp; main characters (It tells the story of ..., who ...) but NOT the ending</li> <li>✓ 3 Words to describe the film</li> <li>✓ Your Rating (stars or number from 1 to 5) &amp; Recommendation (Who would enjoy it?)</li> </ul>				
<b>Readability</b>	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
<b>Format &amp; Layout</b>	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
<b>Grammar &amp; Punctuation</b>	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2
<b>Vocabulary</b>	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
<b>OVERALL MARK</b>					<b>_ / 10</b>


## A News Report (B2)

W	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ <b>Headline</b></li> <li>✓ <b>Type of event</b></li> <li>✓ <b>Key details: What? / Who? / When? &amp; Where? / How? Or Why?</b></li> <li>✓ <b>2 Connectors of Cause (Because of / since / as / due to / as a result of) &amp; Result (so, therefore, consequently, for this reason, as a result)</b></li> <li>✓ <b>2 Reported Sentences (Reported Speech)</b></li> </ul>				
<b>Readability</b>	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
<b>Format &amp; Layout</b>	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
<b>Grammar &amp; Punctuation</b>	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2
<b>Vocabulary</b>	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
<b>OVERALL MARK</b>					<b>_ / 10</b>

## For & Against Essay (B2)

W	Poor (0)	Needs Improvement (0,5)	Good (1)	Excellent (2)	Points
Task Achievement	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Topic Introduction</li> <li>✓ Advantages &amp; Disadvantages in 2 separate paragraphs</li> <li>✓ 3 Contrast connectors</li> <li>✓ Personal Opinion- Expression to state your view (As I see it.../ From my point of view.../ As far as I am concerned, ...) ONLY at the END</li> </ul>				
Readability	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
Format & Layout	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
Grammar & Punctuation	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2
Vocabulary	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
				<b>OVERALL MARK</b>	<b>_ / 10</b>

## An Opinion Essay (B2)

<b>W</b>	<b>Poor (0)</b>	<b>Needs Improvement (0,5)</b>	<b>Good (1)</b>	<b>Excellent (2)</b>	<b>Points</b>
<b>Task Achievement</b>	It fails to address the task, which may have been misunderstood. Content was either missing, not needed or off task.	Task was addressed but could be better. Some information is needed & some was on-task.	Task was completed. Most of the information was needed & on-task. It covers all requirements of the task sufficiently	It fully satisfies all the requirements of the task. All the information was needed and on-task.	_ / 2
	 <b>Required Elements:</b> <ul style="list-style-type: none"> <li>✓ Title</li> <li>✓ Oreo Structure</li> <li>✓ Introduction of the topic &amp; Question addressed to the reader</li> <li>✓ Personal Opinion- 2 Expressions to state your view (As I see it.../ From my point of view.../ As far as I am concerned, I feel that... / It seems to me...)</li> <li>✓ Arguments in favour &amp; against-Separate paragraphs</li> <li>✓ Conclusion- Restate your opinion with different words</li> </ul>				
<b>Readability</b>	Unrelated sentences. It was very difficult to figure out what it was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to understand.	Ideas were expressed in a clear manner. The organization could have been better.	Ideas were expressed in a clear & organized fashion. It was very to understand.	_ / 2
<b>Format &amp; Layout</b>	No paragraphs. Sentence marker errors. Complies with less than 60% of the layout requirements.	Paragraphs & sentence markers were used, but with some errors. Complies with several of the layout requirements.	Good use of paragraphs and sentence markers. Complies with almost all the layout requirements.	Excellent use of paragraphs & sentence markers. Complies with all the layout requirements.	_ / 2
<b>Grammar &amp; Punctuation</b>	Poor use of grammar. Many errors. More than 5 errors in capitalization & punctuation.	Adequate (fair) use of grammar covered so far. some errors still present. 3-4 errors in capitalization & punctuation.	Good use of structures. A few errors still present. 1-2 errors in capitalization & punctuation.	Excellent use of structures. Very few errors are present. No errors in capitalization & punctuation.	_ / 2
<b>Vocabulary</b>	Poor use or range of vocabulary. Many spelling errors.	Adequate (fair) use of vocabulary. Some spelling errors persist.	Good use of vocabulary. A few spelling errors.	Excellent use of spelling. Very few spelling errors.	_ / 2
<b>OVERALL MARK</b>					<b>_ / 10</b>

