

In-class test 2: Written Expression

The written expression will be assessed according to the following criteria and pitched at a B1+ level.

Assessment Criteria	-40	40-49	50-59	60-69	70+
	Low	Weak	Average	Satisfactory	Outstanding
Content and listening comprehension. (25%)	The text is off topic or it has insufficient content which does not expand the ideas contained in the listening comprehension.	The student stays on topic and provides basic content, but fails to address the different ideas contained in the listening comprehension. The text remains primarily descriptive.	The student provides enough content, addresses some of the different ideas contained in the listening comprehension. Moreover, the student is able to expand those ideas although he/she does not manage to explore them fully.	The student provides abundant content and addresses the different ideas discussed about the topic in the listening comprehension. The student is able to expand those ideas by exploring them fully, adding his/her own original contributions and personal assessments.	The student provides rich and brilliant content. He / she shows exceptional ability to capture the ideas from the listening comprehension. The student is able to expand those ideas by exploring them fully, adding his/her own original contributions and personal assessments. He / she has the capacity to deal with concepts that are more abstract.
Coherence and cohesion (15%)	The text is composed of a series of short individual sentences which are not connected to each other.	The text is composed of a series of sentences which are barely connected. It might prevent the reader from following the student's reasoning.	The text is for the most part structured correctly. It is composed of a series of sentences which are connected with simple connectors of cause, consequence and contrast of ideas (i.e.: porque, así que, aunque, etc) and a few argumentative connectors covered during the course (i.e.: A mi juicio, por un lado,	The text is clear, cohesive and well-structured. It employs cohesive devices and it reflects some variety of connectors successfully used.	The text is very clear, smoothly flowing and perfectly structured. The student shows a controlled use of a good variety of connectors and cohesive devices.

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			gracias a, para colmo, etc.)		
Spelling and punctuation (10 %)	There is no paragraphing or clear layout. The student rarely uses punctuation (e.g. full stops, question marks) and there are plenty of capitalisation and spelling mistakes.	The paragraphing and layout are sometimes inaccurate. However, the student can use basic punctuation. It is possible to observe some capitalisation and spelling mistakes, which, at times, can compromise the understanding of the message.	The paragraphing and layout are accurate enough to be followed most of the time. Minor errors in punctuation. He/she might make a few capitalisation or spelling mistakes but they do not interfere in the transmission of the main ideas of the text.	Clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Very few punctuation, capitalisation or spelling mistakes.	Layout, paragraphing, and punctuation are free of error, consistent, and helpful. Accurate use of spelling and capitalisation.
Vocabulary (20%)	Vocabulary range and its accuracy are overall poor.	Vocabulary is limited, repetitive and often used inaccurately.	Vocabulary is sufficient but sometimes used inaccurately. It shows a basic repertoire of words and expressions relevant to the topic. Some lexical limitations cause repetition and even difficulty with formulation at times.	Vocabulary is rich and used accurately. It shows a good range of words and expressions relevant to the topics. The range of language allows the student to express viewpoints and develop arguments without much conspicuous searching for words.	Vocabulary is very rich and used accurately. It shows an excellent range of words and expressions relevant to the topics.
Grammatical accuracy (30%)	The student shows an insufficient control of simple structures. For example by making mistakes in the present tense, not having agreement between the	The student employs very simple structures and he/she makes some mistakes at beginners level (i.e.: lacking agreement, incorrect use of pronouns, problems with back-to-front structures, basic	The student keeps a reasonable control of basic linguistic elements and common structures. He/she makes some mistakes that do not compromise understanding.	The student shows a relatively high grammar control of a variety of structures relevant for the task (i.e, Indicative mood tenses, structures to give opinion	The student shows an exceptionally high degree of grammatical accuracy with no mistakes.

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	subject and the verb, or using infinitives instead of verbs with endings.	uses of ser vs estar, etc.) The profusion of mistakes makes communication difficult at times.		and assess ideas, use of Imperfect subjunctive to make hypotheses, resources to refer to a topic,etc.) He/she might make a few minor errors that do not compromise understanding.	
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