Writing Grading Rubric: Mid-term Shanghaitech, Semester 1, 2017

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| **Written Production**  [organization – discourse (cohesion & coherence) – authorial voice] | **Range**  [Vocabulary – discourse / communicative functions – topic] | **Accuracy**  [vocabulary – structures – orthography] | **Revision** | **CEFR** | **Adv** | **Upp-Int** | **Int** |
| Can present clear information on unfamiliar complex subjects and integrate sub-themes.  Can construct information so that it is well- organised, and persuasive for the target reader  Can use complex cohesive devices within and across paragraphs.  Can express a wide range of ideas and opinion.,  Can exploit a range of functions and argue a viewpoint convincingly.  Has good control of the logical ordering of argument and standard features of argumentative writing | Has a very wide range of resources to draw on in terms of vocabulary, structure and functions. Has a broad lexical repertoire  Can express themselves clearly on academic topics. | Communicates with a high degree of accuracy across a very wide range of topics. Very occasional minor errors that do not interfere with understanding | Can review and improve writing including mistakes or clumsiness in cohesion, logical ordering of the argument and style. | **C1** | 100-90 |  | |
| Can present clearly focused information and points of view using extended stretches of language.  Can write about a variety of topics and effectively connect ideas and arguments with complex language.  Can write an essay, proposal or report that develops an argument systematically.  Can write with good expression of persuasion  . | Uses a good and varied range of vocabulary, collocations and some complex functions. Is able to express ideas and opinions on most topics without circumlocution. Can use a variety of discourse devices within and across paragraphs. | Communicates with accuracy on a wide range of topics. May still create some clumsy expressions or structures but these do not prevent understanding.  Generally accurate punctuation and spelling. | Can review, correct and improve writing including mistakes in cohesion, the logical ordering of the argument and style. | **B2 (H)** | 90-85 | 100-95 |  |
| Can present clear, detailed information and points of view on a wide range of familiar topics.  Can use formal language to express opinion, make supporting points and give relevant examples to support ideas.  Can use cohesive devices to connect arguments across paragraphs though this may be awkward in places.  Can write an essay which develops an argument, giving reasons in support of or against a particular point of view. | Uses a good range of vocabulary, collocations and functions and can express ideas and opinions on some abstract and cultural topics. Can use paraphrase to avoid repetition. Has a good range of discourse devices but lexical gaps can still cause circumlocution. May have some features of style from L1 interference | Communicates with accuracy on most topics. May make errors when dealing with very unfamiliar or abstract topics but these do not prevent understanding.  Makes very few mistakes in punctuation and with only less familiar formats and in spelling of less familiar words. L | Can review and correct writing including spelling and structure mistakes as well as mistakes in the logical ordering of the argument and style. | **B2** | 85-75 | 95-85 |
| 100-95 |
| Can write using longer stretches of connected clauses and formal language.  May mix up clause ordering when writing about more complex or abstract matters.  Can generally summarise, report and give their opinion about factual information on familiar routine  Can maintain logical ordering of information or argument across the whole text.  Can write short simple essays on topics of interest giving their opinion | Uses a good range of vocabulary, collocations and functions and can express ideas and opinions on some unfamiliar topics. Can use paraphrase to avoid repetition on familiar topics. Has an adequate range of discourse devices but has limited vocabulary and expressions when writing on more abstract topics. | Is reasonably accurate in familiar contexts. Generally good control of most basic and some complex structures and functional language. Errors occur when attempting more complex language, especially in longer sentences and when writing about less familiar topics. Generally uses vocabulary appropriately for the topic. May have some features of style from L1 interference.  Makes mistakes in punctuation of less familiar formats and in spelling of less familiar words. | Can correct most spelling and structure mistakes and basic mistakes in cohesion. | **B1 (H)** | 75-70 | 85-80 | 95-90 |
| Can write straightforward connected text on topics which are familiar. Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points.  Can write in appropriate paragraphs and generally maintain logical ordering of information across the whole text.  Can express opinions in short simple essays on familiar topics. Has a basic understanding of standard features of formal writing. | Uses a range of words, structures and simple collocations. Can use functional language to deal with less familiar but everyday topics e.g. complaining, refusing but can only produce a limited range of complex language | Has good control of basic structures and functions but makes mistakes when expressing more complex ideas or dealing with unfamiliar contexts or writing forms. Generally uses vocabulary appropriately for the topic. May have some features of style from L1 interference.  Makes mistakes in punctuation of less familiar formats and in spelling of less familiar words. | Can correct most spelling and structure mistakes and straightforward mistakes in logical ordering of information. | **B1** | 70-60 | 80-70 | 90-80 |
| Can write a series of simple phrases and basic sentence patterns linked with simple connectors.  Can write using very simple paragraph structure e.g. 2 or 3 paragraphs and show some awareness of logical ordering of information across a short piece of writing.  Can use some features of formal writing  . | Has an appropriate range of words, structures, some basic collocations and functional language for familiar topics / writing contexts. May sometimes be imprecise in their use of vocabulary and can be repetitive. | Has control of a set of basic structures, words and functional language for predictable content and the message is clear. May still make basic tense errors even in short, simple sentence structures. May have some features of style from L1 interference.  Will make mistakes with non-basic punctuation and in layout.. | Can correct some spellings and structure errors and very basic mistakes in logical ordering of information. | **A2 (H)** | 60-55 | 70-65 | 80-75 |
| Can write sentences and phrases on familiar topics.  Shows little awareness of the features of formal writing  Can link simple clauses and phrases with basic connectors.  Shows some awareness of logical ordering when producing a very short piece of writing. | Uses an appropriate range of words, structures and phrases for familiar and everyday forms of writing. Can produce a basic range of functional language in simple form. Vocabulary is limited to basic needs and may be repetitive. | Has control of a set of basic structures, words and phrases for everyday situations but makes basic mistakes when dealing with all but the most familiar forms of writing. May make several mistakes with punctuation and layout. Learners with non-Latin L1 alphabets are likely to make several systematic mistakes in spelling and/or orthography. | Can make very simple corrections to spelling. | **A2** | 55-45 | 65-55 | 75-65 |