

**UTEL**

**2013**

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for HETC project

Ministry of Higher Education

Sri Lanka

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**1. Introduction**

The University Test of English Language(UTEL) is a standardized blended examination which measures the general English language proficiency of the undergraduates in Sri Lankan universities to uplift employability. The test is similar to international test formats. The test designed by academics of the Universities of Kelaniya and Colombo is locally and internationally moderated.

The University Test of English Language is a collaboration of the Ministry of Higher Education (MOH) and the Higher Education for the 21st century Project (HETC), which is funded by the World Bank.

The rationale for the design of the test focused mainly on the following objectives of the HETC:

1. Design a common English Language proficiency test for the undergraduates of Sri Lanka
2. Establish national standards in English Language proficiency

The UTEL tests are set in the general contexts and contain general topics to elicit the competency levels of speakers. They include tasks that undergraduates are usually expected to carry out such as writing a letter in English and giving one’s opinion on a contemporary topic. The tests do not require the candidates to have specialized knowledge on the topics. A certificate will be issued by the Ministry of Higher Education and the University grants Commission to all students who complete all four components.

**2. The format of UTEL**

The UTEL comprises four components. The Reading and Listening tests are conducted as online components. Students who achieve UTEL 5 or above from the Reading and Listening tests are eligible to attempt the Speaking and Writing tests which are conducted as conventional university speaking and writing exams.

**3. Registration**

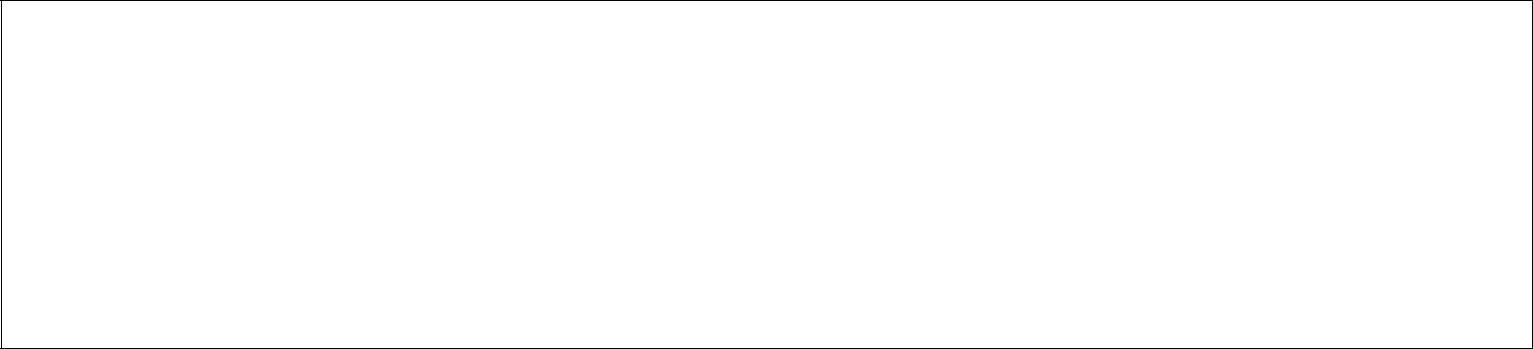
The UTEL test is conducted in the universities. Students will be notified by their university examination centre or the English Language Teaching Unit (ELTU) regarding the dates and times of the UTEL. As the registration process is conducted by the university, students are advised to contact the ELTU for instructions regarding the registration.

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1. **The tests**

**a) Speaking test**

The UTEL Speaking Test is designed to measure an undergraduate’s ability to communicate in spoken English about him/herself and give an opinion on a general topic. The test is composed of 2 tasks and takes approximately 15 minutes to complete. The test tasks are designed to assess the communicative ability of the speakers, since the undergraduates are expected to cover a wide range from proficient speakers to speakers with limited ability. (A sample section is given below)



**Speaking skills - Task 1** - 4-5 minutes

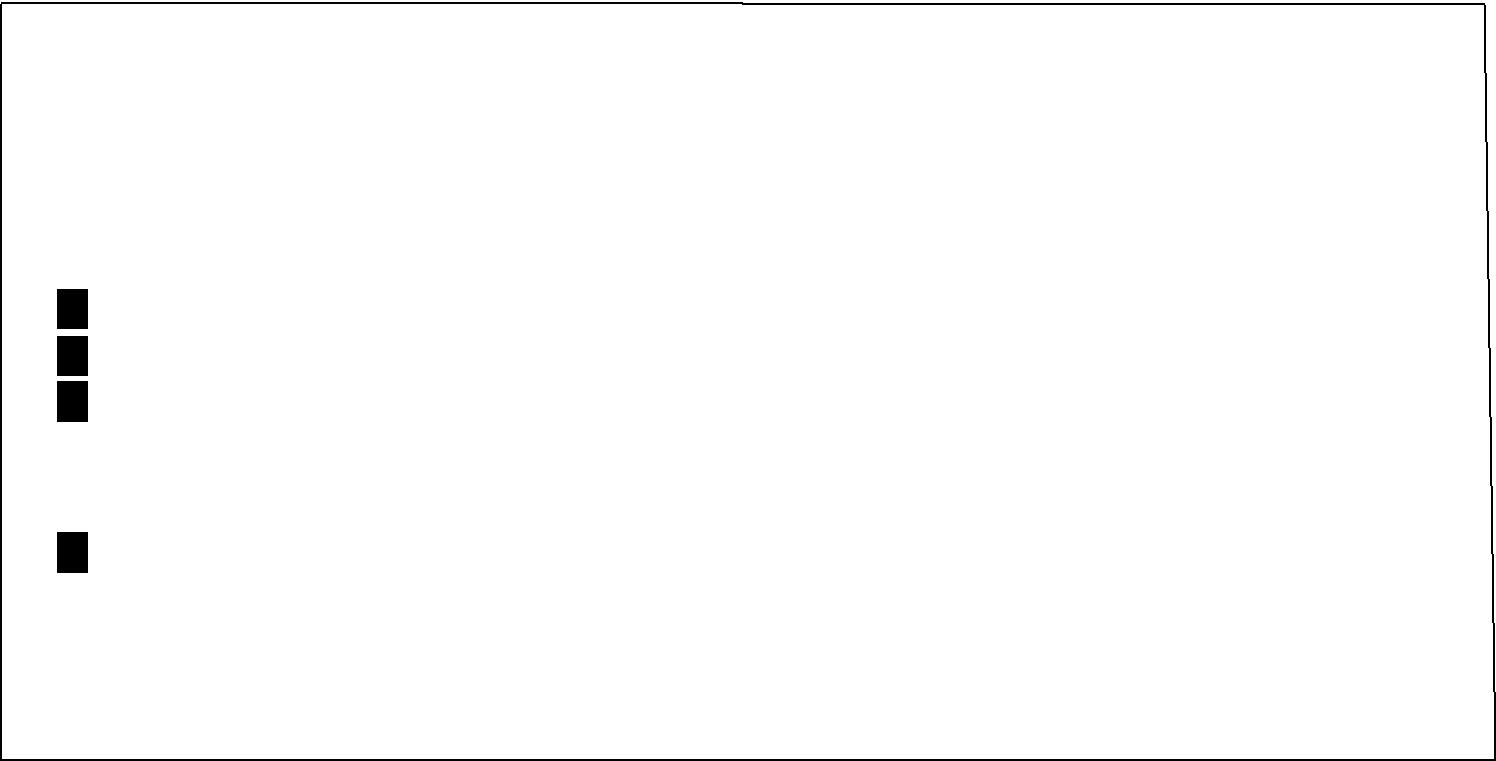
Responding to general Information

**Speaking skills -Task 2** - 10 minutes (2 candidates)

Universities in Sri Lanka should be privatized. - Do you agree/disagree

**b) Writing test**

The UTEL Writing Test is designed to measure an undergraduate’s ability to use written English to perform general communication tasks. The test is composed of 2 tasks and takes approximately one hour to complete. Similar to the UTEL Speaking Test, the range of ability among English learners who will take the UTEL Writing Test is expected to be broad. The test is designed to provide useful information about test takers across a range of language proficiency levels. (A sample section is given below)



**Writing skills - Task 1** - 15 minutes Word limit - 150

You and your family have just moved into rented accommodation. You are not satisfied with the condition of the house as it leaks when it rains

Write a letter to the landlord. In your letter

Introduce yourself

Explain what is wrong with the house

Say what action you would like the landlord to take

**Writing skills -Task 2 -** 45 minutes Word limit 250

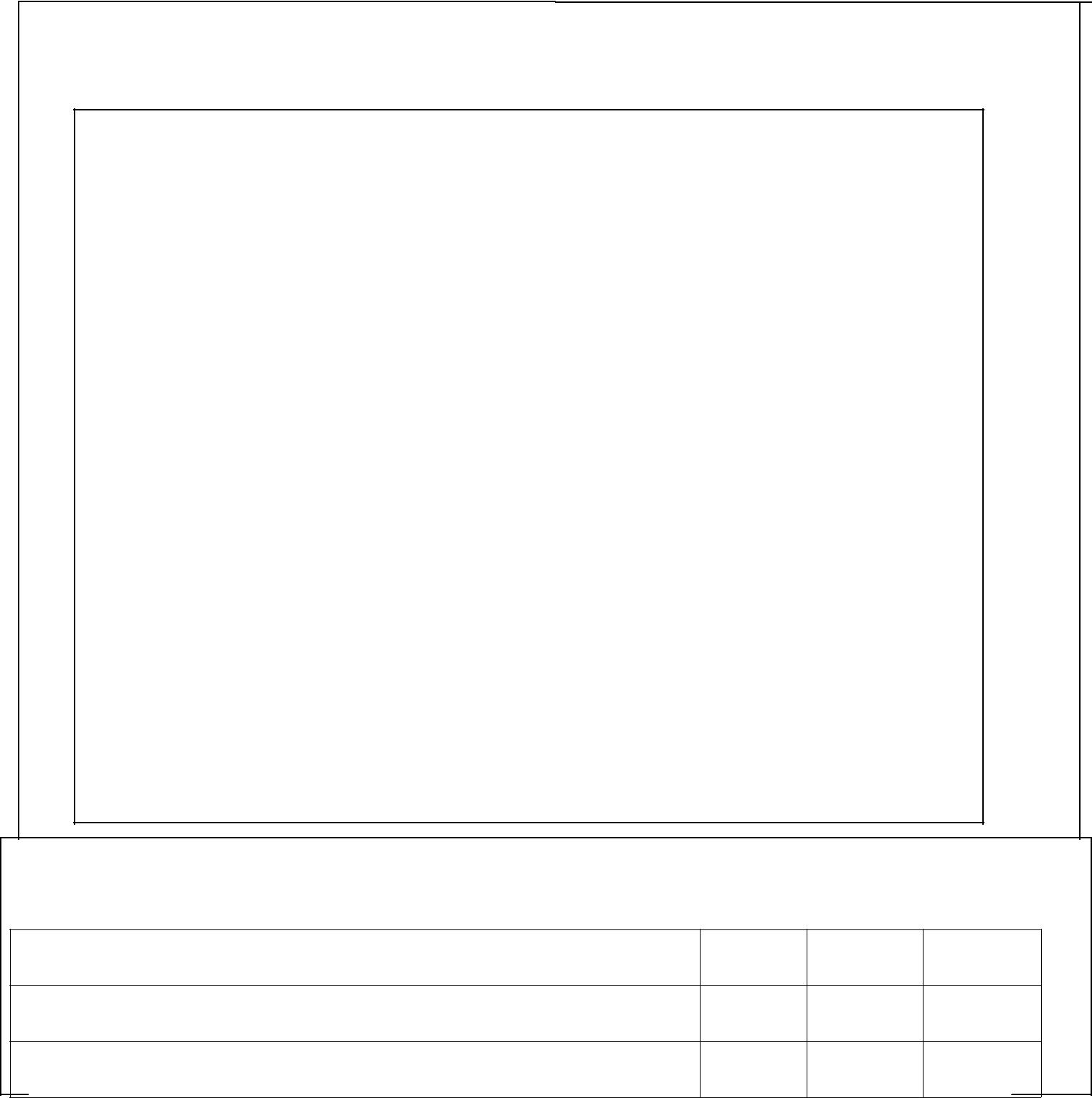
Write a 250 word essay on the following:

Sri Lanka aims to become the ‘knowledge hub of Asia’. With this vision, many believe that the University education in Sri Lanka needs a rapid overhaul and that the university system should be reformulated to cater to the growing needs and demands of the world. Do you agree or disagree? Give reasons for your answer and include relevant examples.

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**c) Reading test**

The UTEL Reading Test is designed to measure an undergraduate’s ability to read and comprehend the English language. This test is online and students would have to read and answer the questions on a computer. The test is composed of 2 tasks and takes approximately 40 minutes to complete. The test tasks are designed to assess the comprehension ability of the students. The first task would be a general notice and the second a reading passage. (A sample section is given below)



 **Part 1-A -** Read the following information and answer the questions that follow.

Are the statements given below true (T), false (F) or not given (NG). Click on the space provided.

**(Name of organization)**

**Annual General Meeting – 2012**

The above meeting will be held on Sunday 25th of November at (venue), details of which are as follows.

**Date** : Sunday the 25th of November 2012

**Time** : 9.00 a.m to 2.00 p.m

**Venue** : Meeting at the “Siyawasa” building

followed by fellowship lunch.

**Fees payable** : Rs.1375/ = per head for light breakfast and lunch.

(We welcome all our members, their spouses and guests)

Please confirm your attendance on or before 16th November 2012 to Mr.Nihal

Jayawardena (Hony.Treasurer), 216/25,Diyawanna place, Rajagiriya**.**

Tel: 011-2866800 and 077-7712496

**Part 1-A**

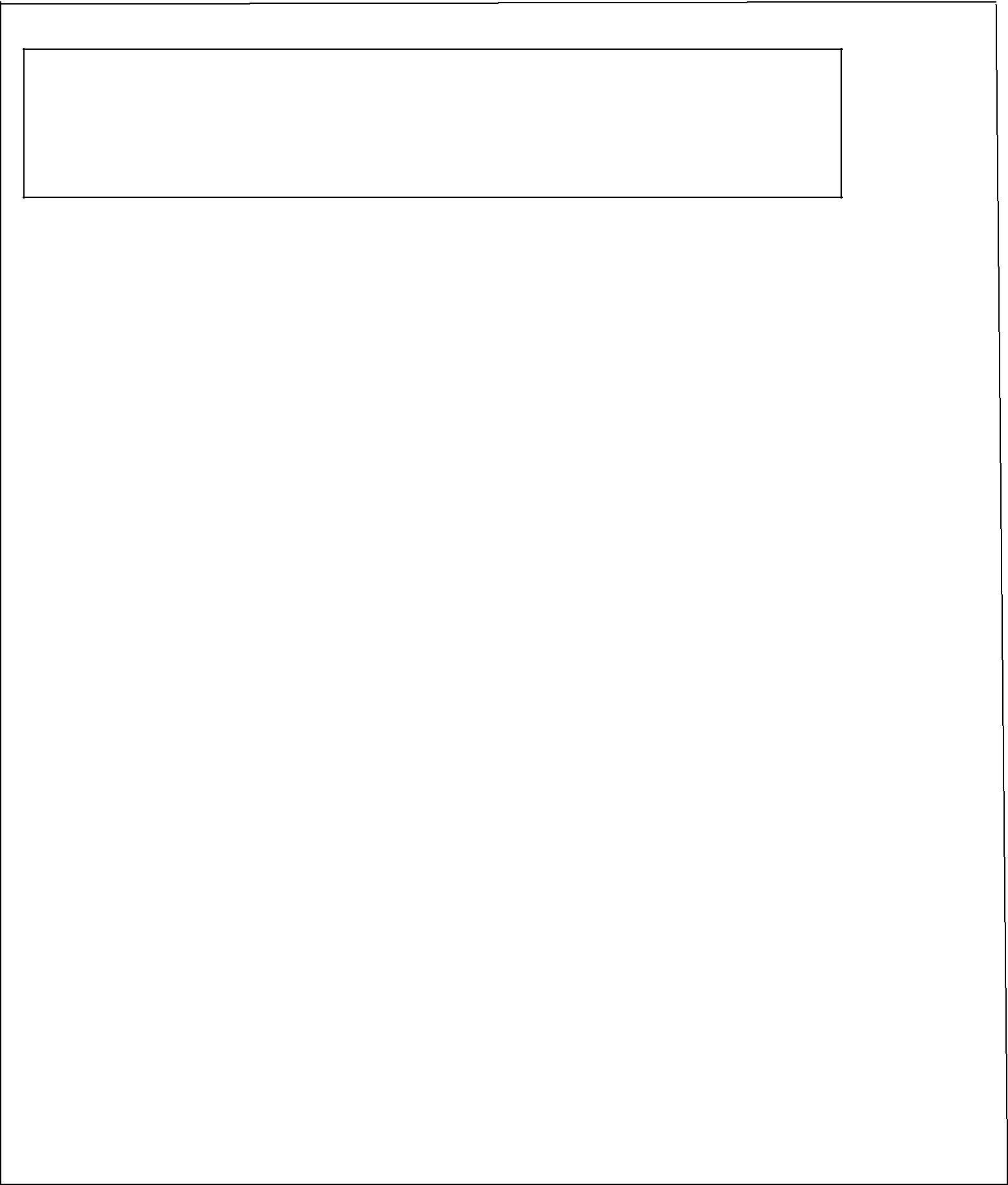
**Are the statements given below true (T), false (F) or not given (NG). Click on the space provided.**

|  |  |  |
| --- | --- | --- |
| **T** | **F** | **NG** |

1)The Annual General meeting is organized by the “,,,,,,,”.

2) The AGM will be held at Ananda College.

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Section : **Reading Comprehension - Part II**

Duration : 20 minutes

Instructions :

 Read the following information

 Read the passage given below and answer the questions that follow

**Reading Task 2 - II – Read the passage and answer the questions that follow.**

**A language in transition**

1. As the world is in transition, so the English language itself is taking new forms. This, of course, has always been true: English has changed substantially in the 1500 years or so of its use, reflecting patterns of contact with other languages and the changing communication needs of people. But in many parts of the

world, as English is taken into the fabric of social life, **it** acquires a momentum and vitality of its own, developing in ways which reflect local culture and languages, while diverging increasingly from the kind of English spoken in Britain or North America.

**Part I – Click on the correct answer according to the passage.**

1. The spread of English into different areas/ spheres is seen very clearly in
   1. ways in which it reflects local cultures
   2. the ‘driving forces’ whose impact cannot be predicted
   3. the development of ‘net English’
   4. the inability to predict its development
2. Changes the English language has undergone in the past are based on
   1. new thinking in economics and management
   2. contact with other languages and changing communication needs
   3. vocabularies, grammatical forms and ways of speaking and writing
   4. the setting and maintenance of standards

**Part II – Click on the correct word to fill in the blanks using the appropriate information from the passage.**

6. The number of people speaking English as a second language ……………………………………………. The

number of those speaking it as a first language

a) will go beyond b) will be less than c) will be the same as

7. Many of the trends discussed in this passage are leading in …………………………………… directions. a) different b) parallel c) opposite

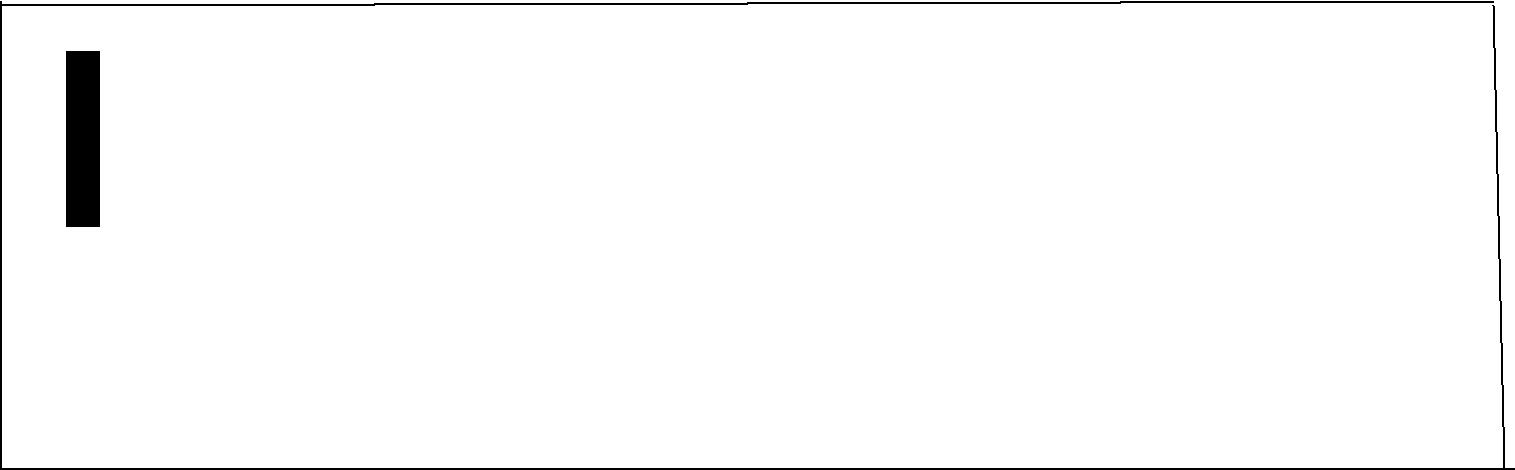
**Part III – Click on the correct answer according to the passage.**

1. The passage shows that English will grow in relative universal importance. True/False
2. The increasing use of English as a second language is leading to fragmentation and diversity. True/False

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**d) Listening test**

The UTEL Listening Test is designed to measure an undergraduate’s ability to listen and comprehend spoken English in a dialogue and a lecture.. This is an online test and students will have to answer on the computer while listening through the headphones. The test is composed of 2 tasks and takes approximately 20 minutes to complete. The test tasks are designed to assess the listening comprehension ability of the students. (A sample section is given below)



**Part I**

**You will hear a telephone conversation between a receptionist and a student As you listen, answer the questions by choosing from A, B, C or D**

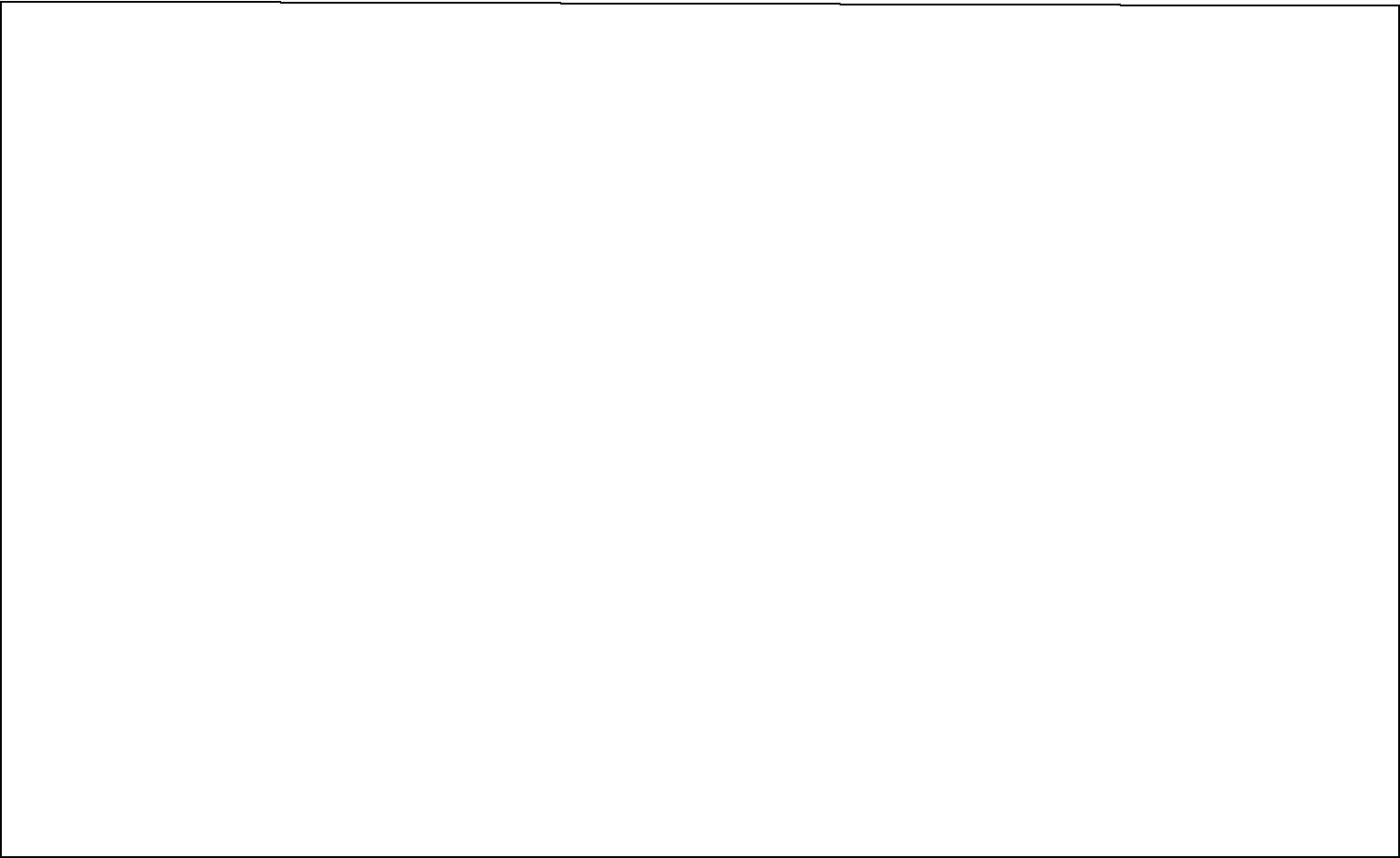
**Read the questions carefully before starting the test You are given time now to read through the questions**

1. Colombo Sports Club is primarily a **1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**club.

a) tennis b. badminton c. cricket d. karate

1. The caller has played **2\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the AJD Sports Centre.

a. tennis b. badminton c. cricket d. karate



**Part 2**

You will hear a lecture on orang-utans which has been given as a part of a series of lectures on animal behaviour. *First you have some time to read through* ***questions 1-10.****Read through your* *questions now.*

*You can now answer the questions while you are listening to the recording.*

**1**. These days orang-utans are found

1. In Africa
2. In Borneo and Sumatra
3. In Southern China and Indonesia
4. Southern China and South East Asia

2. Orang-utans are thought to be

1. more intelligent than chimpanzees
2. as intelligent as chimpanzees
3. less intelligent than chimpanzees
4. able to use tools like chimpanzees

Complete the sentences below and write **ONE WORD/ NUMBER** for each answer for **questions**

**6-10.**

The numbers of Orang-utans have reduced to **6.** …………60000………………….. The main threats to the orang-utans living in the wild are destruction of forest for 7…**timber**……………….

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**5. Eligibility**

Candidates are eligible to take the UTEL Speaking and Writing tests only if they obtain an average UTEL level (UTEL 5) from the Reading and Listening tests conducted as online tests in the universities. Hence, the first tests that undergraduates will take will be the Reading and Listening tests. All students who register for the test are eligible to attempt the Reading and Listening tests.

1. **Test specifications**

**The UTEL consists of four tests**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Test** | |  | **Time** |  |  |
|  | Reading | |  | 40 minutes |  |  |
|  | Listening | |  | 20 minutes |  |  |
|  | Speaking | |  | 15 minutes |  |  |
|  | Writing | |  | 1 hour |  |  |
|  | **The Reading Test** | | |  |  |  |
|  | **Task 1** | | **Understanding informational notices** | |  |  |
|  |  |  | Multiple choice and True/False questions | | |  |
|  | **Task 2** | | **Understanding information on a general passage** | | |  |
|  |  |  | Multiple-choice and True/False questions | | |  |
|  | **The Listening Test** | | |  |  |  |
|  | **Task 1** | | **Understanding a dialogue/everyday conversations** | | |  |
|  |  |  | Multiple choice and True/False questions | | |  |
|  | **Task 2** | | **Understanding a lecture with opinions about a topic** | | |  |
|  |  |  | Multiple-choice and True/False questions | | |  |
|  | **The Speaking Test** | | |  |  |  |
|  | **Task 1** | | **Giving information and responding to question about oneself** | | |  |
|  |  |  | Monologue and dialogue |  |  |  |
|  | **Task 2** | | **Giving an opinion about a topic ( FOR & AGAINST)** | | |  |
|  |  |  | Dialogue with partner |  |  |  |
|  |  |  | Interactive session |  |  |  |
|  | **The Writing Test** | | |  |  |  |
|  | **Task 1** | | **Writing a formal/informal letter** | |  |  |
|  | **Task 2** | | **Writing an essay giving one’s opinion** | |  |  |
| **7. The marking scheme** | | | |  |  |  |
|  | **Writing 10 marks** | | | **Speaking 10 marks** | |  |
|  | An overall mark is given for both tasks | | | An overall mark is given for both tasks | |  |
|  | considering the following : | | | considering the following: | |  |
|  | Content Organization Language | | | Fluency | Accuracy Content |  |
|  | Punctuation | | (refer writing descriptors) | Language | (refer speaking descriptors) |  |
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1. **Administration of the tests** 
   1. **Reading and Listening** - The Reading and listening tests would have to be administeredin computer laboratories.
      1. Preparing a list of eligible students. (all registered students)
      2. Grouping students depending on the number of computers available.(2 hours per group)
      3. Allocating supervisors, invigilators, and academic support staff of IT and or System Administrator.
      4. Providing passwords given by UCSC to all eligible students.

The duration of the test is one hour

1. **Writing** –The Writing tests can be administered in the universities just as other writtenexaminations.
   1. Preparing a list of eligible students. (all registered students who have achieved an overall score of UTEL 5 or above at the reading and Listening test)
   2. Preparing the exam hall according to the number of eligible students.
   3. Allocating supervisors and invigilators.
   4. Preparing copies of the question paper.
   5. Making available writing paper (for answers).

The duration of the test is one hour.

1. **Speaking** - The Speaking tests can be administered in the universities as any speech testconducted by the ELTU
   1. Preparing a list of eligible students. (all registered students who have achieved an overall score UTEL 5 or above at the Reading and Listening test).
   2. Preparing the exam halls/rooms for each panel of examiners.
   3. Grouping students and allocating to panels.
   4. Students can be grouped or quarantined to retain confidentiality. Two students are tested at the same time.
   5. The examiner calls in one student first. Asks that student to talk about him/herself (task 1).
   6. As soon as the candidate completes the first task, the examiner takes in the second student (while the first student is still in) and repeats the same procedure.
   7. Once both students have completed Task 1, the examiner gives the selected topic to the candidates.
   8. The candidates will be given role cards. ( FOR and AGAINST written on the cards).
   9. One candidate will be speaking in favor and the other will be speaking against the

given topic.

10)The candidates will be given 2 minutes to prepare and make notes. 11)Maximum time allocated for this task would be 15 minutes.

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**9. Test preparation**

The UTEL tests are based on the General UTEL benchmarks. They are not based on the content of any particular English course but, rather, on the proficiency or overall ability to speak or write in English. Hence, candidates are not required to have or know specialized knowledge in any field.

**10. The Model test**

The UTEL has a model test on all components accessible from the website www.etest.e-learning.lk. Please contact the ELTU in your respective university for more information

**11. Information for all test takers**

The UTEL is a national examination conducted under strict rules and regulations. All rules and regulations that apply to any university examination are applied to the UTEL. Hence, any form of malpractice at the examination centre will not be tolerated and will lead to the disqualification of the candidate/results. All instructions regarding the UTEL for students may be found in the above web site.

*Students should have:*

 Obtained UTEL 5 or above from the Reading and Listening tests in order to attempt the UTEL Speaking and Writing tests

 University ID with them at the time of the test

*Dismissal from a test center*

The test administrator/supervisor is authorized to dismiss a candidate from a test session for any of the following reasons:

 Attempting to take the test for someone else or having someone take the test for the candidate

Failing to provide acceptable identification by the student Leaving the test centre without permission

 Communicating with another candidate during test time Tampering with the computer

Using abusive language of any form in the test centre

Using or having a cell phone in possession during the test session

Using any aids in connection with the test, such as notes, cell phones, dictionaries, translators, or any other electronic device.

 Creating a disturbance (Disruptive behavior in any form will not be tolerated; the test administrator has sole discretion in determining what constitutes disruptive behavior.)  Failing to follow any of the above

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**12. The UTEL Descriptors**

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|  |  |  |  |  |  | **Listening descriptors** | |  |
|  |  |  |  |  |  |  |  |  |
| **Band** |  | **Score** | |  |  |  |  |  |
| **9** |  | **29-30** | |  | Excellent listening skills. Complete understanding. | |  |  |
| **8** |  | **27-28** | |  | Very good listening skills. Can understand all points in an extended | |  |  |
|  |  |  |  |  | speech. | |  |  |
| **7** |  | **25 - 26** | |  | Good listening skills. Can understand and interpret attitudes, opinions and | |  |  |
|  |  |  |  |  | stance of speakers. | |  |  |
| **6** |  | **21-24** | |  | Moderate listening skills. Able to get a general understanding of the main | |  |  |
|  |  |  |  |  | points | |  |  |
| **5** |  | **16-20** | |  | Moderate listening skills. Can identify main ideas in an extended spoken | |  |  |
|  |  |  |  |  | discourse. | |  |  |
| **4** |  | **13-15** | |  | Limited listening skills. Can understand and take down basic telephone | |  |  |
|  |  |  |  |  | messages. Able to identify the important information in a recording | |  |  |
| **3** |  | **9 – 12** | |  | Poor listening skills**.** Can identify specific factual details in dialogues | |  |  |
| **2** |  | **4 – 8** | |  | Poor listening skills. Can understand basic instructions and high frequency | |  |  |
|  |  |  |  |  | words within a familiar context. | |  |  |
| **1** |  | **1 – 4** | |  | Very poor listening skills. Can only understand basic questions related to | |  |  |
|  |  |  |  |  | personal information. | |  |  |
| **0** |  | **0** | |  | The candidate cannot comprehend listening at all | |  |  |
|  |  |  |  |  |  | **Reading Descriptors** | |  |
|  | |  |  | |  |  |  |  |
| **Band** | |  | **Score** | |  |  |  |  |
| **9** |  |  | **29-30** | |  | Excellent reading comprehension skills. Can cope successfully with a |  |  |
|  |  |  |  |  |  | wide range of extended texts. |  |  |
| **8** |  |  | **27-28** | |  | Very good reading skills. Can identify and understand complex |  |  |
|  |  |  |  |  |  | grammatical structures and the functions of complex punctuation. |  |  |
| **7** |  |  | **25 - 26** | |  | Good reading skills. Can comprehend implicit statements. |  |  |
|  |  |  |  |  |  | Can identify and understand internal cohesion. |  |  |
| **6** |  |  | **21-24** | |  | Moderate reading skills. Can distinguish between fact, supposition, |  |  |
|  |  |  |  |  |  | opinion, arguments in extended texts. |  |  |
|  |  |  |  |  |  | Can relate one part of a text to another. |  |  |
|  |  |  |  |  |  | Can identify the main point in an article |  |  |
| **5** |  |  | **16-20** | |  | Moderate reading skills. Can identify main ideas in formal extended |  |  |
|  |  |  |  |  |  | texts. |  |  |
|  |  |  |  |  |  | Can identify and understand the functions of basic discourse markers. |  |  |
| **4** |  |  | **13-15** | |  | Limited reading skills. Can identify the main topic in a variety of short, |  |  |
|  |  |  |  |  |  | simple, formal and informal texts such as short news items, simple |  |  |
|  |  |  |  |  |  | newspaper reports |  |  |
| **3** |  |  | **9 - 12** | |  | Poor reading skills**.** Can understand and identify a variety of simple texts. |  |  |
| **2** |  |  | **4 - 8** | |  | Poor reading skills. Can understand information in a text containing |  |  |
|  |  |  |  |  |  | simple sentences and high frequency words. |  |  |
| **1** |  |  | **1 - 4** | |  | Very poor reading skills. Can identify a few familiar words in isolation |  |  |
|  |  |  |  |  |  | with minimum understanding. |  |  |
| **0** |  |  | **0** | |  | The candidate cannot comprehend reading at all |  |  |
|  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **Speaking descriptors** | |  |
|  |  |  |  |  |  |  |
|  | **Band** |  |  | **Description** |  |  |
|  |  |  |  |  |  |  |
|  | *9* |  |  | The response completes all the requirements of the task and is virtually free of errors. Any |  |  |
|  |  |  |  | slips are minor and non-impeding. |  |  |
|  |  |  |  | **Fluency** |  |  |
|  |  |  |  | Demonstrates a high level of authority and fluency of the language use on the given topic. |  |  |
|  |  |  |  | **Content** |  |  |
|  |  |  |  | A logical development of relevant ideas which covers almost all possible facts within the stipulated time. |  |  |
|  |  |  |  | **Language** |  |  |
|  |  |  |  | Demonstrates control of a wide range of sentence structures and vocabulary including idiomatic expressions. Uses argumentative style very effectively. Uses standard Sri Lankan pronunciation. |  |  |
|  | *8* |  |  | The response completes all the requirements of the task sufficiently. The candidate is coherent, uses a wide range of vocabulary, is grammatically correct with occasional non-impeding errors. |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  | **Fluency** |  |  |
|  |  |  |  | Demonstrates a fair level of fluency on the given topic with very few hesitations. |  |  |
|  |  |  |  | **Content** |  |  |
|  |  |  |  | Fairly well organized ideas which cover many of the facts related to the topic. |  |  |
|  |  |  |  | **Language** |  |  |
|  |  |  |  | Speech may contain occasional self-corrections of grammar, vocabulary and pronunciation errors which do not affect intelligibility. Uses argumentative style effectively including polite language. |  |  |
|  | *7* |  |  | The response fulfils the requirements of the task with minimum errors. |  |  |
|  |  |  |  | **Fluencies** |  |  |
|  |  |  |  | Fulfils the requirements of the task with some hesitations. |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  | **Content** |  |  |
|  |  |  |  | Logical progression of relevant ideas with some of the facts although occasional repetitions may occur. |  |  |
|  |  |  |  | **Language** |  |  |
|  |  |  |  | Uses an adequate range of vocabulary and sentence structures to convey ideas. May contain self-corrections and repetitions. |  |  |
|  |  |  |  | Fairly good pronunciation with occasional errors which do not hamper intelligibility. |  |  |
|  | *6* |  |  | The response is satisfactory with possibly one or two impeding errors in the entire task. |  |  |
|  |  |  |  | **Fluency** |  |  |
|  |  |  |  | The response is satisfactory but has several hesitations and pauses. |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  | **Content** |  |  |
|  |  |  |  | The content is relevant but with only a few facts. |  |  |
|  |  |  |  | **Language** |  |  |
|  |  |  |  | Uses mostly simple sentences with only a few complex sentences. Has a fair range of vocabulary, but makes occasional errors. |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  | Speech can be understood but pronunciation errors may cause a strain to the |  |  |
|  |  |  |  | Listener. |  |  |
| 5 | | | | The response is an average achievement of the task with some errors. |
|  | | | | **Fluency** |
|  | | | | Speaks slowly and laboriously with a marked lack of control. |
|  | | | | Examiner may have to use additional questions to elicit speech. |
|  | | | | **Content** |
|  | | | | A limited response in terms of facts which is at least partially relevant. |
|  | | | | **Language** |
|  | | | | Uses only simple sentences and limited vocabulary. |
|  | | | | Errors in word choice may impede understanding. |
|  | | | | Pronunciation errors may cause incomprehensibility. |
|  | | | |  |
| *4* | | | | The response is inadequate for the task with several impeding errors. |
|  | | | | **Fluency** |
|  | | | | Insufficient fluency in speech causes incomprehensibility. Very dependent on the examiner for maintaining interaction. |
|  | | | | **Content** |
|  | | | | Very limited response with several irrelevant facts and repetition. |
|  | | | | **Language** |
|  | | | | Uses fragmentary sentences, limited and inappropriate vocabulary with frequent pronunciation errors. Cannot argue coherently. |
|  | | | |  |
| *3* | | | | The response is incomplete with many errors that impede comprehension. |
|  | | | | **Fluency** |
|  | | | | Lacks fluency.  Very hesitant speech with long pauses. |
|  | | | | **Content** |
|  | | | | Response is extremely limited in terms of facts. |
|  | | | | . |
|  | | | | **Language** |
|  | | | | Frequent errors in grammar, vocabulary and pronunciation which impede comprehension. |
| 2 | | | | The response is mostly inadequate to the task and full of errors although single-word messages may be conveyed. |
|  | | | |  |
| 1 | | | | The candidate attempts the task but the response is completely inadequate and unrelated. |
|  | | | |  |
| 0 | | | | The candidate cannot respond at all |
|  | | | |  |

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|  |  |  |  | **Writing descriptors** | |  |
|  |  |  |  | |  |  |
| **Band** |  |  | **Description** | |  |  |
|  |  |  |  |  |  |  |
| *9* |  |  | The response completes all the requirements of the task and is virtually free of grammar, spelling and punctuation errors. | |  |  |
|  |  |  |  | |  |  |
|  |  |  | **Content** |  |  |  |
|  |  |  | Task 1 – Has included all the relevant points.  Task 2 – A logical development of relevant ideas which covers all possible facts. | |  |  |
|  |  |  | **Organization** |  |  |  |
|  |  |  | Task 1 – Has used the appropriate format (formal or informal) and organization.  Task 2 – Shows organizational skills for an essay in terms of an introduction, body and conclusion. Uses appropriate cohesive devices very effectively. | |  |  |
|  |  |  | **Language** |  |  |  |
|  |  |  | Task 1- Demonstrates a wide range of sentence structures and vocabulary. Uses appropriate style very effectively.  Task 2- Shows confident and accurate control of a wide range of grammatical structures and vocabulary including idiomatic expressions with no errors. | |  |  |
|  |  |  |  | |  |  |
| *8* |  |  | The response completes all the requirements of the tasks but with occasional non-impeding errors in spelling, punctuation and vocabulary which do not hamper comprehension. | |  |  |
|  |  |  | **Content** |  |  |  |
|  |  |  | Task 1 – Has included most of the relevant points.  Task 2 – A logical development of ideas which covers most of the facts. | |  |  |
|  |  |  | **Organization** |  |  |  |
|  |  |  | Task 1- Has used the appropriate format (formal and informal) and organization.  Task 2 – Shows a logical sequencing of information and ideas with an introduction, body and conclusion. Manages aspects of cohesion well. | |  |  |
|  |  |  |  | |  |  |
|  |  |  | **Language** |  |  |  |
|  |  |  | Task 1- Demonstrates control over both simple and complex sentence structures and appropriate vocabulary.  Task 2- Shows confident and accurate use of sentence structures and a wide range of vocabulary with occasional non-impeding errors. | |  |  |
|  |  |  |  | |  |  |
| *7* |  |  | The response achieves the requirements of the tasks with minimum errors in grammar, spelling and punctuation. | |  |  |
|  |  |  | **Content** | |  |  |
|  |  |  | Task 1 - A relevant response with sufficient facts.  Task 2 – A logical development of ideas that covers some of the facts. | |  |  |
|  |  |  | **Organization** |  |  |  |
|  |  |  | Task 1- Has used the appropriate format (formal and informal) and organization.  Task 2- Ideas are arranged in terms of an introduction, body and conclusion with some cohesive devices. | |  |  |
|  |  |  | **Language** | |  |  |
|  |  |  | Task 1- Demonstrates some control over both simple and complex sentence structures and appropriate vocabulary with a few errors in grammar, word choice, punctuation and spelling.  Task 2- Shows fairly accurate use of sentence structures and vocabulary with a few errors. | |  |  |
| *6* |  |  | The response to the tasks is satisfactory with a few impeding errors in grammar, vocabulary and punctuation. | |  |  |
|  |  |  |  | |  |  |
|  |  |  | **Content** |  |  |  |
|  |  |  | Task 1- A relevant response which covers only some of the facts. | |  |  |
|  |  |  | Task 2- Ideas are mostly relevant but with some omissions. | |  |  |
|  |  |  | **Organization**  Task 1- Has used the appropriate format but with minor errors.  Task 2-Has an introduction, body and conclusion, but limited cohesion impedes the flow. | |  |  |
|  |  |  |  | |  |  |
|  |  |  | **Language**  Task 1- Uses mostly simple sentence structures with a few errors which may impede comprehension. | |  |  |
|  |  |  | Task 2 – Task 1- Uses mostly simple sentence structures with a few errors which may impede comprehension. | |  |  |
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| 5 | The response is an average achievement of the tasks with several impeding errors. |
|  | **Content** |
|  | Task 1 - The response addresses the task with some relevant points. |
|  | Task 2 – The response addresses the task with some relevant points. |
|  | **Organization** |
|  | Task 1- uses appropriate format with some errors.  Task 2 – includes an introduction, body and conclusion but inaccurate use of cohesive devices may impede comprehension. |
|  | **Language** |
|  | Task 1- Uses mostly simple sentence structures with some errors which impedes comprehension**.**  Task 2 - Uses mostly simple sentence structures with some errors which impede comprehension. |
|  |  |
| *4* | The response produces an inadequate achievement of the tasks with a significant number of impeding errors. |
|  | **Content** |
|  | Task 1 & Task 2 - A limited response with mostly irrelevant facts. |
|  |  |
|  | **Organization** |
|  | Task 1 & Task 2 - Attempts at an organized response but lacks progression and coherence. |
|  | **Language** |
|  | Task 1 & Task 2 - A number of significant and impeding errors in vocabulary, grammar, spelling and punctuation errors. |
|  |  |
| *3* | The response is incomplete with many impeding errors. |
|  | **Content** |
|  | Task 1 & Task 2 - Poor attempt to address the tasks. |
|  | **Organization** |
|  | Task 1 & Task 2 – Organization very poor. |
|  | **Language** |
|  | Task 1 & Task 2 - Frequent errors in grammar, vocabulary spelling and punctuation. |
| 2 | Tasks 1 & Tasks 2 – Barely responds to the tasks. |
|  |  |
| 1 | Task 1 & Task 2 - The response is completely inadequate and unrelated to either task. |
|  |  |
| 0 | Task 1 & Task 2 - The candidate has not attempted to respond at all. |



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