LCA-1008 - Writing in Art, Design & Architecture Writing Assessment Criteria			
	WEAK (1-2)	GOOD (3-4)	VERY GOOD/EXCELLENT (5)
TASK RESPONSE	Task partially fulfills the requirements:	Task mainly fulfills the set requirements:	Task fulfills the set requirements and situation:
1. Topic, purpose & contents	Topic and purpose are not always clear for the reader.	Topic and purpose are quite clear.	Topic and purpose are clear.
	Contents are limited or only partially fulfill the task requirements.	Contents fulfill the task requirements sufficiently well.	Contents fulfill the task requirements.
2. Style and tone	Style and tone are often inappropriate for the purpose and target audience.	Style and tone are appropriate, but there may be some inconsistencies.	Style and tone are consistently appropriate for the purpose and target audience.
3. Length	The text is too long or short.	The text length is overall on target (may be slightly too long or short).	The text length is within the limits specified in the task instructions.
COHESION AND COHERENCE	The text shows attempts to achieve focus and logical progression:	The text has a sufficient focus with logical progression:	The text has a clear focus, it flows naturally and progresses logically:
4. Overall organization and coherence	Ideas and arguments are not well organized or tend to be disconnected. There are obvious breaks in the flow of ideas.	Ideas and arguments are logically organized, but there may be minor incoherence and jumpiness.	Ideas and arguments are logically organized and coherent for the reader throughout.
5. Paragraphing	Paragraphs are used, but they may not stay on topic, or they may be too short or long. No or few topic sentences used.	Paragraphs are used logically and stay on the topic expressed in a topic sentence.	Paragraphs are used accurately to promote communication and stay on the topic expressed in a topic sentence.
6. Sentence cohesion	Sentences may be poorly connected. Cohesive devices are missing, and/or they are mechanically or repetitively used.	Sentences are well connected. The relationships between ideas are clearly marked by cohesive devices, such as linking words and introductory phrases.	Sentences connect naturally and logically. Cohesion is achieved in such a way that it attracts no attention. Sentences use a variety of cohesive devices, including linking words and introductory phrases, in addition to key words or synonyms.
LEXICO-GRAMMATICAL STRUCTURES	Weak (B1 or below)	Good (B2)	Very good / Excellent (C1 or above)
7. Sentences	Sentences tend to be difficult to read (e.g., they may have long subjects and end with a verb or preposition). Sentences are often too short and simple, or long and rambling.	Sentences are overall readerfriendly (e.g., they avoid long subjects and do not end with a verb). Sentences show variety in length and complexity but may occasionally overuse some structures.	Sentences are reader-friendly as well as vary in length and complexity (e.g. uses subordinate clauses).
8. Vocabulary range	Vocabulary range is quite limited, and word choice is sometimes unclear.	Vocabulary range is generally good, and word choice is generally accurate and appropriate.	Vocabulary range is broad, and word choices are accurate and appropriate.
	Weak or generic verbs are frequently used (be, have, get, do, make).	Active and specific verbs are mainly used, with only occasional weak or generic verbs.	A variety of active verbs are successfully used throughout the text.
9. Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express B1.	Good lexico-grammatical control; occasional "slips" or nonsystematic errors and minor flaws in sentence structure or word form may still occur, but they are rare B2.	Consistently maintains a high degree of lexico-grammatical accuracy; errors are rare and difficult to spot C1.

10. Ortographic control	The text contains frequent spelling, punctuation and capitalization errors.	The text contains some spelling, punctuation and capitalization errors.	The text contains no or very few spelling, punctuation and capitalization errors.
Grade:			