

WRITTEN ASSIGNMENT: ASSESSMENT RUBRIC (If evidence is found of wilful plagiarism, the final text will be automatically disqualified and failed)

	Pass/satisfactory (1-2)	Good (3)	Very good/Excellent (4-5)
TASK RESPONSE	Task partially fulfills the requirements:	Task mainly fulfills the set requirements:	Task fulfills the set requirements and situation:
Topic, purpose & contents	Topic and purpose are not always clear for the reader, i.e. situation-problem-solution-evaluation (P-S-E) missing or poorly presented. Contents are limited or only partially fulfill the task requirements.	Topic and purpose are quite clear. S-P-S-E pattern is evident. Contents fulfill the task requirements sufficiently well.	Topic and purpose are very clear, with clear and smooth presentation of S-P-S-E. Contents almost or completely fulfill the task requirements.
Style and tone	Style and tone are often inappropriate, e.g. too informal for the purpose and target audience.	Style and tone are appropriate, but there may be some inconsistencies or errors.	Style and tone are consistently appropriate for the purpose and target audience.
Format and length	Format and/or length are deficient (more than 50 words under or over prescribed length).	Format and length are overall on target.	Format and length are fully on target.
COHESION & 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
Overall organization & coherence	Ideas and arguments are not well organised or tend to be disconnected.	Ideas and arguments are logically organised, but there may be some incoherence, jumpiness or breaks in the flow.	Ideas and arguments are logically organized and coherent for the reader throughout.
Paragraphing	Paragraphs are used, but they may not stay on topic, or they may be too short or long.	Paragraphs are used logically and stay on topic.	Paragraphs are used accurately to promote communication and stay on topic.
Sentence cohesion	Sentences may be poorly connected. Cohesive devices are missing, and/or they are mechanically or repetitively used.	Sentences are sufficiently connected. Cohesive devices are used, but they may be occasionally mechanical or repetitive.	Sentences connect naturally and logically. Cohesion is achieved in such a way that it attracts no attention.
LEXICO-GRAMMATICAL STRUCTURES	Poor/ satisfactory	Good	Very good / Excellent
Sentences	Sentences are often too short or too long, and lack variety in length and complexity.	Sentences are clear, but may lack variety in length and complexity.	Sentences are well-balanced, promote readability, and vary in length and complexity.
Vocabulary range	Vocabulary range is quite limited, and word choice is sometimes unclear. Weak or generic verbs are used frequently (e.g. be, have, get, do, make, put).	Vocabulary range is generally good, and word choice is generally accurate and appropriate. Active and specific verbs are mainly used with only occasional weak or generic verbs.	Vocabulary range is broad, and word choices are accurate and appropriate. A variety of active verbs are used successfully throughout the text.
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 s/she is trying to express. The text contains frequent spelling, punctuation and capitalization errors.	Good lexico-grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure or word form may still occur, but they are rare. The text contains some spelling, punctuation and capitalization errors.	Consistently maintains a high degree of lexico-grammatical accuracy; errors are rare and difficult to spot. The text contains no or very few spelling, punctuation and capitalization errors.