# RATING SCALE

| | TASK ACHIEVEMENT (Content) | COHERENCE & COHESION (Organization, Linking) | GRAMMAR (Range, Accuracy) | VOCABULARY (Range, Accuracy) |
|---|---|---|---|---|
| 7 | • all content points included, most [1] content points fully elaborated | • ideas are organised logically throughout the text<br>• uses a number of appropriate linking devices correctly | • good range, uses some complex structures<br>• the majority of sentences are error-free; text contains only minimal errors that do not interfere with comprehension | • good range; varied formulation to avoid repetition<br>• the majority of sentences are error-free; text contains only minimal errors that do not interfere with comprehension |
| 6 | Some features of 7 and some features of 5. | | | |
| 5 | • all content points included, most [1] content points elaborated | • ideas are generally well organised<br>• uses a number of basic but appropriate linking devices correctly | • sufficient range, uses simple structures and also attempts at more complex structures<br>• text contains occasional errors but it is clear what he/she is trying to express | • sufficient range; can express ideas effectively<br>• text contains occasional errors but it is clear what he/she is trying to express |
| 4 | Some features of 5 and some features of 3. | | | |
| 3 | • most [1] content points included, two content points elaborated | • ideas are loosely organised<br>• uses some basic linking devices; these may be repetitive | • basic range; uses only simple structures<br>• text contains frequent errors that can cause some difficulties for the reader | • basic range, lexical gaps and repetition occur<br>• text contains frequent errors that can cause some difficulties for the reader |
| 2 | Some features of 3 and some features of 1. | | | |
| 1 | • most content points are omitted, no elaboration on points covered; there is considerable irrelevance | • there is a lack of organisation and linking devices | • no range, only simple structures attempted<br>• text contains frequent errors that severely distort the meaning | • no range; vocabulary too basic to express ideas adequately<br>• text contains frequent errors that severely distort the meaning |
| 0 | too little language for assessment        OR        totally irrelevant | | | |

[1] most: 3 out of 4 content points

## IMPRESSION OF GENERAL QUALITY:

| | |
|---|---|
| 2 | Appropriate genre, format, ~~length~~ [2], style; text fulfils its purpose completely; |
| 1 | Few minor genre and/or format problems; ~~length and/or~~ style problems; text may not fully fulfil its purpose; |
| 0 | Several minor or major genre and/or format problems; ~~length and/or~~ style problems; text fails to fulfil its purpose; |

[2] scripts that are more than 10% over the word limit will no longer be penalized; (see: FAQs, page 4, General Questions No. 1+2; www.isb.bayern.de à Realschule/Guided Writing)

# Guidelines for Raters

| TASK ACHIEVEMENT | |
|---|---|
| **Check** | **Look for** |
| *Depth of coverage* <br> • Which content points are included? <br> • Which content points are elaborated? <br> • Which content points are fully elaborated? <br> • Is the content relevant to the task? | • details or thoughts that add relevant information to a content point <br><br><br> • irrelevant details or thoughts |

| COHERENCE AND COHESION | |
|---|---|
| **Check** | **Look for** |
| *Organisation and linking of ideas* <br> • Is the text coherent? <br><br> • Is the text cohesive? | • logical organisation of ideas <br> • whether the ideas follow one another logically <br> • clear and correct marking of the relationship between sentence parts and sentences <br> • variety and appropriateness of linking devices |

| GRAMMAR | |
|---|---|
| **Check** | **Look for** |
| *Grammatical range* <br> • Is there a range of grammatical structures? <br><br> *Grammatical accuracy* <br> • Is the grammar correct? | • variety of grammatical features (*tenses, structures – e.g., comparative structures, modal verbs, auxiliary verbs, etc.*) used <br> • proportion of accurate/inaccurate sentences and clauses <br> • the occurrence and reoccurrence of specific grammatical mistakes <br> • bad grammar leading to unclear meaning |

| VOCABULARY | |
|---|---|
| **Check** | **Look for** |
| *Lexical range* <br> • Is there a range of vocabulary items? <br><br> *Lexical accuracy* <br> • Is the vocabulary used accurately? | • variety of words and expressions used <br> • lexical gaps/repetition <br><br> • words used accurately/inaccurately in terms of word choice (meaning), spelling, capitalisation |

| IMPRESSION OF GENERAL QUALITY | |
|---|---|
| **Check** | **Look for** |
| • Is the genre appropriate? <br><br><br><br> • Is the style appropriate? | • text features that help identify the genre (e.g., salutation and signing off in a letter) <br> • the format (layout) appropriate for genre <br> • is the text a whole (has beginning, middle, end) <br><br> • whether the text as a whole is suitable in style and tone for the genre and writing situation (topic, purpose, audience) |