

ACERT Writing Assessment Criteria – C1 (20 points) *

	Task achievement 0-5 points		Coherence and cohesion 0-5 points		Vocabulary 0-5 points		Grammar 0-5 points
5	<ul style="list-style-type: none"> • all content points elaborated on in a complete, accurate and thorough way • contains no irrelevant information • fully meets task requirements (tone, style, format) • appropriate text length as required 	5	<ul style="list-style-type: none"> • coherent, clear, smooth flowing, well-structured text, showing controlled use of organisational patterns and linking devices • layout, paragraphing and punctuation are consistent and helpful • clear, well-structured text, relevant issues highlighted, points of view expanded and supported with subsidiary points, reasons and relevant examples given, and rounded off with an appropriate conclusion 	5	<ul style="list-style-type: none"> • wide range of vocabulary and idiomatic expressions relevant to content and task requirements • accurate and non-repetitive vocabulary • accurate spelling, apart from occasional unintentional mistakes 	5	<ul style="list-style-type: none"> • consistently maintains a high degree of grammatical accuracy; mistakes are rare and minor, and largely go unnoticed • wide range of structures • uses simple and complex sentences accurately • a few punctuation inaccuracies which do not affect understanding
4	<ul style="list-style-type: none"> • most content points elaborated on • demonstrates good understanding of the topic • contains very little irrelevant information • meets task requirements (tone, style, format) • +/-10% of the required text length 	4	<ul style="list-style-type: none"> • a reasonably/mostly coherent and structured text rounded off with an appropriate conclusion • achieves coherence through the use of linking devices • develops most ideas from general to specific • good sentence-level cohesion 	4	<ul style="list-style-type: none"> • good range of vocabulary relevant to content • mostly accurate vocabulary, a few minor mistakes which do not affect understanding • occasional repetition of vocabulary • infrequent spelling mistakes 	4	<ul style="list-style-type: none"> • good range of structures • uses simple sentences correctly, few minor mistakes in complex sentences • understanding is not impeded
3	<ul style="list-style-type: none"> • some content points elaborated on (>50%) • may show some gaps in student's knowledge • some information may be vague, inaccurate or irrelevant • some inconsistencies in task requirements (tone, style, format) • +/-30% of the required text length 	3	<ul style="list-style-type: none"> • loosely organised around the major ideas and concepts • develops some ideas from general to specific while others are not sufficiently developed • uses some appropriate linking devices though these may be repetitive 	3	<ul style="list-style-type: none"> • adequate range of vocabulary relevant to content • includes some inaccurate word forms or problems with word choice • occasional repetition of vocabulary • understanding is not impeded • several spelling mistakes 	3	<ul style="list-style-type: none"> • adequate range of structures • uses simple sentences correctly, complex sentences with occasional mistakes • understanding is not impeded
2	<ul style="list-style-type: none"> • insufficient completion of task (<50%) • presents inaccurate information, misconceptions and large gaps in student knowledge • many inconsistencies in task requirements (tone, style, format) 	2	<ul style="list-style-type: none"> • attempts to answer the question by presenting some major ideas or concepts • ideas and concepts are not sufficiently developed • lack of paragraph- and sentence-cohesion in large parts of the text 	2	<ul style="list-style-type: none"> • limited range of vocabulary relevant to content • frequent inaccurate vocabulary • vocabulary mistakes occasionally affect understanding • frequent spelling mistakes 	2	<ul style="list-style-type: none"> • limited range of structures • mostly simple sentences, complex sentences with frequent mistakes • understanding is occasionally impeded
1	<ul style="list-style-type: none"> • task completed to a very limited extent • does not meet task requirements (tone, style, format) • < 50% of the required text length 	1	<ul style="list-style-type: none"> • mostly incoherent text • only attempts to answer the question 	1	<ul style="list-style-type: none"> • limited range of both general and specific purpose vocabulary • frequent inaccurate vocabulary hindering understanding 	1	<ul style="list-style-type: none"> • limited and basic range of structures • frequent mistakes • understanding is sometimes impeded
0	<ul style="list-style-type: none"> • does not meet task instructions 	0	<ul style="list-style-type: none"> • incoherent and/or illogical 	0	<ul style="list-style-type: none"> • very limited range of vocabulary • mostly inaccurate vocabulary hindering understanding in the whole text 	0	<ul style="list-style-type: none"> • very limited and basic range of structures • grammatical mistakes hindering understanding in large parts of the text

* the paper is granted 0 points if it is irrelevant to the topic presented in the task instructions