CONTENT SELECTION AND ORGANIZATION (15) (What is said and whether it is said where it corresponds)

TOPIC SENTENCE / INTRODUCTORY PARAGRAPH (4.5) The TS/IP clearly establishes the topic to be discussed along the paragraph/essay and DOES NOT provide the writer's opinion(s).

3	The TS/IP opens the paragraph/essay effectively (i.e., it clearly introduces the topic), grabs attention, and invites to continue reading. Personal opinion is not included in this part of the text.	4.5
2	The TS/IP does not effectively introduce the topic (i.e., it is not clear what the rest of the paragraph/essay is going to be about), is dull and uninviting, and/or includes the opinion(s) of the writer.	2.5
1	There is no TS/IP establishing the topic. Instead, the writer jumps directly into argumentation.	0

SUPPORTING SENTENCES / SUPPORTING PARAGRAPHS (6) The body of the paragraph: SSs/SPs develop TS/IP with facts, details, and/or examples. All SSs/SPs must relate to TS/IP (i.e., no irrelevant facts, details, or examples should be included). Relationship of each SS/SP to TS/IP must be clearly indicated with connecting words. Same applies to relationship of one SS/SP to next (or previous) one.

4	There are two to four fully developed SSs (or two fully developed paragraphs, one on either side of the argument), with relevant facts, details, and/or examples. The relationship of each SS/SP to the TS/IP and to other SSs/SPs (prior or next) is clearly established via the corresponding connecting words.	6
3	The SSs/SPs are unequally developed. Some are neatly packed with relevant facts, details, and/or examples while others resemble neutral statements instead of arguments in favor or against the issue being discussed. The candidate has aimed at establishing a relationship between the SSs/SPs and the TS/IP and among the SSs/SPs themselves, successfully in some cases and unsuccessfully in others (i.e., correct or incorrect use of connecting words).	4.5
2	There are more than four SSs or more than two SPs, but they are not sufficiently or clearly developed with relevant facts, details, and/or examples. There is no attempt (i.e., no use of connecting words) to establish the relationship between the SSs/SPs and the TS/IP or among the SSs/SPs themselves.	3
1	The body of the paragraph/essay is constituted by one, excessively long SS/SP or, on the contrary, of a series of short and/or disconnected SSs/SPs (e.g., no connecting words or incorrect connecting words). The SS(s)/SP(s) do not provide enough facts, details, or examples to develop the TS/IP or seem unrelated to it. The relationship of each SS/SP and the TS/IP and among the different SSs/SPs is not established or is not clear.	1.5

CLOSING SENTENCE / CLOSING PARAGRAPH (4.5) The CS/CP must leave the reader with some final thoughts (not new ideas) on the issue discussed and the supporting points included in the paragraph/essay.

3	The CS/CP a) restates the issue introduced in the TS/IP in a new, more insightful manner and new words; b) includes the writer's opinion with appropriate justification, and c) does not include new ideas. It neatly ends the paragraph/essay and leaves the reader with a sense of closure.	4.5
2	The CS/CP a) fails to link back to the TS/IP, or does it mainly by repeating it (TS/IP) with very similar words; b) does not provide the writer's opinion, or an opinion is included but not conveniently justified; and/or c) includes one or more new ideas.	2.5
1	There is no CS/CP. The paragraph/essay ends while still providing information about the different arguments put forward in the	0

paragraph/essay. Thus, there is no sense of closure to the paragraph/essay whatsoever.

USE OF ENGLISH (20) (Grammar and vocabulary)

GRAMMAR (G) (10) Candidates must demonstrate mastery of A1, A2, and B1 grammar topics. Two (or more) instances of the same error will be penalized only once.

4	No "penalizable" errors.	10
3	One to three "penalizable" errors.	7.5
2	Four or five "penalizable" errors.	5
1	Six or more "penalizable" errors.	2.5

VOCABULARY (V) (10) Candidates must use a variety of lexical items.

4	A wide variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and linger there. Their placement in the sentence seems accurate, natural and not forced.	10
3	A variety of topic-related words/phrases is used. These words/phrases draw pictures in the reader's mind and may even linger there. Occasionally, however, some of those words/phrases are used inaccurately or seem overdone.	7.5
2	Topic-related words/phrases have not been sufficiently developed (i.e., there are not enough of them to capture the reader's interest, or their use is incorrect). Word choice is vague, mundane, and/or repetitive (i.e., words/phrases communicate clearly, but the paragraph lacks variety, punch, and/or flair).	5
1	No topic-related words or phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately present the arguments in favor or against the issue being discussed. It also fails to communicate meaning at the denotative/representative level.	2.5

MECHANICS (5) (Spelling, Punctuation & Capitalization)

SPELLING (3) Supposedly already acquired words (A1, A2, B1) must be correctly spelled (i.e., A1, A2 and B1 lexical items are considered "penalizable").

4	No "penalizable" errors.	3
3	One or two "penalizable" errors.	2
2	Three "penalizable" errors.	1
1	Four or more "penalizable" errors.	0

PUNCTUATION (1) Common punctuation marks (1. Sentence endings (period, question mark, and exclamation mark); 2. Within-sentence marks (comma, semicolon, and colon); 3. Other marks (parentheses, double quotation marks, and ellipses) must be correctly used.)

4	No errors.	1
3	One or two errors.	0.75
2	Three errors.	0.5
1	Four or more errors.	0.25

CAPITALIZATION (1) Capital initial letters must be used in: brand names, companies, days, months, historical episodes and eras, holidays, institutions, manmade structures, manmade territories, landmarks, nicknames, organizations, planets, races/nationalities/tribes, religions and names of deities, special occasions, streets and roads.

4	No errors.	1
3	One or two errors.	0.75
2	Three errors.	0.5
1	Four or more errors.	0.25

TOTAL MARKS:	

NOTE 1: To use this rubric correctly, a level of performance (3/2/1 or 4/3/2/1, leftmost column) for each sub-criterion (e.g., Grammar, within the larger criterion "Use of English") must be selected and its corresponding score (rightmost column) added up.

NOTE 2: This specific scoring rubric is to be used with candidate answers which meet the requirements of Task 5 in terms of number of words (*about 120 words*). To score answers between 90 and 110 words and answers shorter than 80 words, users will have to apply the corresponding modifications in the allowance of marks in the different sections of the rubric, following indications provided in the document "Criterios de corrección".

NOTE 3: The minimum score obtained in this task by a candidate who writes the required number of words (*about 120 words*) is 7 out of 40 (or 1.75 on a 10-point scale).

NOTE 4: In the exam, paragraphs/essays which do not *discuss* (i.e., provide arguments on one side of the argument and the opposite) will be scored with 0 marks for lack of task accomplishment. "0 marks. Task not accomplished" will be written below the candidate's answer on the answer sheet.

NOTE 5: Because the number of words that candidates are required to write (*about 120*) is more like the normal length of a paragraph than that of an essay, it is advisable that candidates produce their answer in paragraph format. However, essay-like answers will be accepted, as agreed.

NOTE 6: The *descriptive* type of writing is the only one included in the 2017-2018 exam in which candidates are required to produce a single paragraph. For the *opinion* and *argumentation* types of writing, candidates will be allowed to produce their answer in the form of a paragraph or an essay. For the *personal communication: informal email*, candidates will have to produce their answer using the typical structure of an email (i.e., greeting, opening sentence, the main body of the email, instructions on the next step, closing, and name (which, for obvious reasons, will have to be a fake name, provided in the instructions of the task)).