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

TOPIC SENTENCE (4.5) The roadmap for the paragraph (introduces main idea and tells reader what to expect from rest of paragraph in terms of content).

3	The TS opens the paragraph clearly establishing the target of the description. It grabs attention and invites to continue reading.	4.5
2	The TS is dull and uninviting (e.g., "In this paragraph, I am going to describe my grandmother") and/or does not provide the reason why the description is relevant/necessary.	2.5
1	There is no TS establishing the target of the description. Instead, the writer jumps directly into description.	0

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

4	There are two to four fully developed SSs (with relevant facts, details, and/or examples). The relationship of each SS to the TS and to other SSs (prior or next) is clearly established via the corresponding connecting words.	6
3	The SSs are unequally developed. Some are neatly packed with relevant facts, details, and/or examples while others resemble neutral statements instead of descriptive sentences. The candidate has aimed at establishing a relationship between the SSs and the TS and among the SSs 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 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 and the TS or among the SSs themselves.	3
1	The body of the paragraph is constituted by one, excessively long SS or, on the contrary, of a series of short and/or disconnected SSs (e.g., no connecting words or incorrect connecting words are used). The SS(s) do not provide enough facts, details, or examples to develop the TS or they seem unrelated to it. The relationship of each SS and the TS and among the different SSs is not established or is not clear enough.	1.5

CLOSING SENTENCE (4.5) CS ends paragraph reminding reader of person, thing, or place described in SSs. Must clearly show that the writer has completed the message presented in TS restating it with different words and/or leaving the reader with a lasting image of the person, thing, or place described. Does not include new ideas.

3	The CS adequately reformulates the TS and/or elements of the SSs and leaves the reader with a lasting image of the person, thing, or place described. It neatly closes the paragraph.	4.5
2	The CS a) fails to show or does not clearly show its relationship to the TS and/or to the SSs, and b) does not seem to provide a sense of closure to the paragraph (e.g., details / facts / examples that are new or unrelated to the TS/SSs may have been introduced).	2.5
1	There is no CS. The paragraph ends while still providing information about the target of the description and without adding a final sentence to wrap it all up and close the paragraph.	0

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 precise, vivid, sense-reaching 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. At least one simile or metaphor has been used.	10
3	A variety of vivid, sense-reaching 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	Sense-reaching 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 sense-reaching words or phrases are used, or they are used incorrectly. Word choice is bland, repetitive, limited, and fails to accurately describe the target person, object, or place. 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: 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)).

NOTE 5: In the exam, paragraphs which do not describe 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. (For example, the candidate is asked "describe your mother" and, instead, the candidate narrates an event involving his/her mother, but no description is included, or the answer consists mainly of a narrative instead of a description.)