

**Action 1-6**

<b>CONTENT</b> <ul style="list-style-type: none"> <li>• task achievement</li> <li>• nº of words</li> </ul>	2.5	* relevant response to assigned task	2.5 – 2.0
		* mostly relevant to assigned task	1.9 – 1.6
		* partially relevant to assigned task and/or over-short answers	1.5 – 0.5
		* inadequate response to assigned task and/or less than 50% of required minimum nº of words	0.4 – 0
<b>TEXT ORGANISATION</b> <ul style="list-style-type: none"> <li>• cohesion</li> <li>• coherence</li> <li>• format</li> </ul>	2.0	* effective text organization and appropriate format	2.0 – 1.5
		* text organization sometimes loose and/or inappropriate format, e.g. no letter format	1.4 – 1.0
		* major cohesion and coherence problems	0.9 – 0.5
		* lack of logical sequencing puts a strain on the reader	0.4 – 0
<b>STRUCTURES AND VOCABULARY</b> <ul style="list-style-type: none"> <li>• range</li> <li>• accuracy</li> </ul>	2.5	* wholly appropriate range of structures and vocabulary with very few errors	2.5 – 2.0
		* generally appropriate range of structures and vocabulary with a number of errors	1.9 – 1.6
		* limited range of structures and vocabulary with serious errors	1.5 – 0.5
		* poor knowledge of structures and vocabulary makes text virtually incomprehensible.	0.4 – 0
<b>LANGUAGE PRESENTED/REVISED DURING THE TERM</b>	2.0	* appropriate use of language presented/revised during term	2.0 – 1.5
		* limited use of language presented/revised during the term	1.4 – 1.0
		* hardly any use of language presented/revised during the term	0.9 – 0.1
		* no attempt to use language presented / revised during the term	0
<b>SPELLING, PUNCTUATION AND CAPITALISATION</b>	1.0	* very few errors of spelling, punctuation and capitalization	1.0 – 0.8
		* some errors of spelling, punctuation and capitalization	0.7 – 0.5
		* frequent errors of punctuation, spelling and capitalization	0.4 – 0.1
		* unaware of basic conventions of spelling, punctuation and capitalization	0

**Total: 10 marks**

N.B.: When you use the criteria above, please bear in mind that they should be interpreted at the level being tested.