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| **Student’s Name:** | | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Track:** | | 1 □ | 2 □ | | 3 □ | 4 □ | | 5 □ |
| **Student’s No.:** | | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Group:** | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | |
|  | **4** | | **3** | | **2** | | | **1** | | | **0** | |
| **TASK ACHIEVEMENT / CONTENT** | □ -Answers to the task set. (word count, style, appropriate text type, relevancy, audience)  -Includes moderate details.  -No irrelevant information. | | □ -For the most part answers to the task set. (word count, style, appropriate text type, relevancy, audience)  -Lacks some details.  -Includes some irrelevant information. | | □ -Somewhat answers to the task set. (word count, style, appropriate text type, relevancy, audience)  -Lacks details.  -Mostly irrelevant information. | | | □ -Does not answer to the task set. (word count, style, appropriate text type, relevancy, audience)  -Lacks details.  -Irrelevant information. | | | □ -Not enough to evaluate | |
| **ORGANISATION** | □ -Organised with main and supporting ideas  -Most ideas supported and extended.  -Use of cohesive devices with occasional errors | | □ -Loosely organised but main ideas stand out.  -Somewhat support and extension of ideas  -Somewhat limited use of cohesive devices. | | □ -Minimally organised, main ideas are not clear  -Very limited support or extension of ideas  -Limited/inappropriate use of cohesive devices | | | □ -No apparent organisation  -No distinction between main and supporting ideas  -Unsatisfactory cohesion | | | □ -Not enough to evaluate | |
| **LANGUAGE USE** | □ -Effective use of simple and complex constructions.  -Few inaccuracies (which do not hinder meaning) | | □ -Effective but simple constructions.  -Minor problems in complex constructions.  -Some grammatical inaccuracies (which do not on the whole hinder meaning) | | □ -Limited use of simple constructions. (Minor mistakes may occur.)  -Major problems in complex constructions. (or includes no complex constructions)  -Grammatical inaccuracies (which hinder the meaning occasionally) | | | □ -Major problems in use of simple constructions.  -No use of complex constructions.  -Extensive grammatical inaccuracies (which hinder the meaning on the whole) | | | □ -Not enough to evaluate | |
| **MECHANICS** | □ -Very few and minor errors of punctuation, spelling, capitalization, paragraphing | | □ -Occasional errors of punctuation, spelling, capitalization, paragraphing | | □ -Frequent errors of punctuation, spelling, capitalization, paragraphing | | | □ -Dominated by errors of punctuation, spelling, capitalization, paragraphing | | | □ -Not enough to evaluate | |
| **VOCABULARY** | □ - Effective use of satisfactory range of vocabulary | | □ - Adequate range of vocabulary (Occasional errors may occur.) | | □ - Limited range of vocabulary (Frequent errors may occur.) | | | □ – Inadequate range of vocabulary (Errors may occur.) | | | □ - Not enough to evaluate | |
| **FINAL SCORE** *Adjust the score to 100-point scale by multiplying it by 5, after adding the score for each criterion up.* | | | | | | | | | | |  | |

*\*Student did not attend either 1st or 2nd draft. □   
\*The student handed the 1st draft.1st draft of the student is not enough (short and limited) for the process to be evaluated. □*

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| **Graded by:** |  | **Date:** |  | **Signature:** |  |

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| INDEPENDENT USER | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.  Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| BASIC USER | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

**COMMON REFERENCE LEVEL of CEFR ( Global Scale )**

**Objectives At IGU**

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| **A2** | **B1** | **B1+** | **B2** |
| •I can write a simple message, for example to make or change an invitation or an appointment to meet.  • I can write a short message to friends to give them personal news or to ask them a question. For example, a text message or a postcard.  • I can complete a questionnaire with information about my educational background, my job, my interests and my skills.  • I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.  STRATEGIES  • I can start a conversation.  • I can explain what I don’t understand and ask simply for clarification.  • I can start, maintain, or end a short conversation in a simple way.  • I can ask somebody to repeat what they said in a simpler way | • I can write short, comprehensible connected texts on familiar subjects.  • I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.  • I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.  • I can write a short formal letter asking for or giving simple information  STRATEGIES  • I can ask someone to clarify or elaborate what they have just said.  • I can repeat back part of what someone has said to confirm that we understand each other.  • When I can’t think of a word, I can use a word meaning something similar and invite “correction” from the person I am talking to.  • I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so. | •I can write short, comprehensible connected texts on familiar subjects. •I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.  •I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.  •I can write a short formal letter asking for or giving simple information Strategies •I can ask someone to clarify or elaborate what they have just said.  •I can repeat back part of what someone has said to confirm that we understand each other.  •When I can’t think of a word, I can use a word meaning something similar and invite “correction” from the person I am talking to.  •I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so. | * •I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process. * •I can write clear, detailed descriptions on a variety of subjects related to my field of interest * •I can express news, views and feelings in correspondence, and respond to those of the other person. * •I can write standard formal letters requesting or communicating relevant information, following a template. * •I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say. * •I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.   •I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.  •I can make a note of “favourite mistakes” and consciously monitor speech for them. |