



ESSAY GRADING CRITERIA

	ORGANIZATION	CONTENT	GRAMMAR & PUNCTUATION	LEXIS
9-10	<ul style="list-style-type: none"> Introduction begins with a hook or general statement that grabs attention Introduction successfully narrows down to the thesis Introduction ends with a well-developed thesis statement and a clear stance with supporting ideas Body paragraphs contain clear topic sentences, elaborate on the thesis, are appropriate length, and are well-connected with a high quality of cohesive devices Conclusion summarizes the main points in the body or restates the thesis, and finishes with a concluding remark 	<ul style="list-style-type: none"> Fully addresses the question at hand All main points are elaborated and explained thoroughly with sufficient supporting details that provide full reasoning and exemplification Paragraphs are very clear, coherent, and unified 	<ul style="list-style-type: none"> Skillful command of language with almost no grammatical errors Level appropriate and varied sentence structure Almost impeccable use of punctuation and capitalization 	<ul style="list-style-type: none"> Sophisticated range of level appropriate vocabulary Almost no word formation errors and almost impeccable spelling
7 - 8	<ul style="list-style-type: none"> Introduction has a hook or general statement but may not successfully connect to the thesis statement Introduction somewhat successfully narrows down to the thesis Introduction has a developed thesis statement, previewing supporting ideas Body paragraphs have satisfactory topic sentences and elaborate on the thesis statement with sufficient use of cohesive devices Conclusion summarizes the main points, but might have repeated the thesis word-for-word 	<ul style="list-style-type: none"> Sufficiently addresses the question at hand Presents a developed and sufficient argument Main points are supported with information that provides adequate reasoning and exemplification Paragraphs are clear, coherent, and unified 	<ul style="list-style-type: none"> Good command of language with minor grammatical errors that do not impede understanding Level appropriate sentence structure and adequate range Good use of punctuation and capitalization 	<ul style="list-style-type: none"> Sufficient range of level appropriate vocabulary Few word formation errors with mostly accurate spelling.
5 - 6	<ul style="list-style-type: none"> The hook or general statements do not lead to the thesis statement / narrowing down not successful / may start too general or too specific Attempt to create a thesis statement, but may be unclear or may not pose a stance Topic sentences are unclear/weak or not well connected to the thesis Body paragraphs are too short or not divided proportionately or not well-connected with limited use of cohesive devices The arguments are somewhat reviewed in the conclusion / a new idea might be introduced 	<ul style="list-style-type: none"> Somewhat responds to the question at hand There may be more than one central argument / some supporting ideas may be irrelevant Content may have inadequate or excessive information or examples Repetition of ideas either in the same paragraph or other paragraphs Some effort may have been made to write coherently and clearly 	<ul style="list-style-type: none"> Some structures are accurate but sentence structure errors predominate / many minor errors that at times confuse Only a limited range of level appropriate sentence structure/ attempts to use level-appropriate sentence structures with some mistakes Limited command of punctuation and capitalization 	<ul style="list-style-type: none"> Limited range of level appropriate vocabulary Some major word formation errors and spelling errors that do not impede understanding
3 - 4	<ul style="list-style-type: none"> There is an introduction but there is no hook or general statement, or general statements leading to thesis are irrelevant or non-existent. There is a thesis statement but it is vague, or weak. Topic sentences are non-existent or they are contradictory to the thesis and /or they do not correspond to the thesis. Disproportionate paragraphs and insufficient use of cohesive devices – only simple cohesive devices The conclusion lacks a summary of the body / the arguments are not reviewed 	<ul style="list-style-type: none"> Barely responds to the question at hand. Main argument may be too vague, weak, or underdeveloped/ Several arguments may have been made, but no central idea is in focus Presents inadequate information with little or no supporting details Limited clarity, coherence, or unity 	<ul style="list-style-type: none"> Weak command of language with many grammatical errors so much as to hinder comprehension Sentence structures below level expectations / only simple sentences Use of punctuation and capitalization below level expectations. 	<ul style="list-style-type: none"> Insufficient range of level appropriate vocabulary Frequent errors of word forms that confuse meaning with many spelling errors
1 - 2	<ul style="list-style-type: none"> Produces a simple written text (not in essay form) that lacks cohesion. Inappropriate paragraphing, no thesis statement, no conclusion 	<ul style="list-style-type: none"> Fails to respond to the question at hand. Produces a simple written text that shows minimal coverage of the assignment/task. No consistency, no unity. Not enough ideas or information to support ideas 	<ul style="list-style-type: none"> So many grammatical errors that comprehension is impossible 	<ul style="list-style-type: none"> Range and accuracy of lexis fall significantly short with too many errors in word formation and spelling
0	NOT ENOUGH OF A SAMPLE TO GRADE			

- If the word count is fewer than 270 or more than 330 words, 2 points will be deducted from the CONTENT section of the criteria.



İSTANBUL KENT
UNIVERSITY

ESSAY GRADING CRITERIA

- For each missing paragraph, 2 points will be deducted from the ORGANIZATION section of the criteria

SPEAKING EXAMINATION CRITERIA

Band	Score	Language Use Grammar & Vocabulary	Delivery Pronunciation & Fluency	Content Expression of Ideas	Communication Strategy and function
Excellent User	9-10	<ul style="list-style-type: none"> - Highly accurate and appropriate use of level vocabulary and grammar - A full range of level vocabulary and grammar - Understanding never impeded 	<ul style="list-style-type: none"> - Completely clear pronunciation that never impedes understanding - Accurate and appropriate use of stress and intonation - Very well-paced with natural stops 	<ul style="list-style-type: none"> - Fully extended answers without any prompting - No repetition - Completely relevant and logical progression of ideas 	<ul style="list-style-type: none"> - Highly accurate and appropriate use of communication strategies and functions - A full range of level communication strategies and functions.
Good User	7-8	<ul style="list-style-type: none"> - Mostly accurate and appropriate use of level vocabulary and grammar - A good range of level vocabulary and grammar - Understanding rarely impeded 	<ul style="list-style-type: none"> - Mostly clear pronunciation that rarely impedes understanding - Mostly accurate and appropriate stress and intonation - Well-paced with mostly natural stops 	<ul style="list-style-type: none"> - Well extended answers with little prompting - Almost no repetition - Mostly relevant and logical progression of ideas 	<ul style="list-style-type: none"> - Mostly accurate and appropriate use of communication strategies and functions - A good range of level communication strategies and functions.
Fair User	5-6	<ul style="list-style-type: none"> - Insufficiently accurate and appropriate use of level vocabulary and grammar - An unsatisfactory range of level vocabulary and grammar - Understanding repeatedly impeded 	<ul style="list-style-type: none"> - Insufficiently clear pronunciation that repeatedly impedes understanding - Somewhat inaccurate and inappropriate stress and intonation - Frequent problems with pace and stops 	<ul style="list-style-type: none"> - Insufficiently extended answers with regular prompting - Some repetition - Some irrelevancy and some illogical progression of ideas 	<ul style="list-style-type: none"> - Insufficiently accurate and appropriate use of level communication strategies and functions. - An unsatisfactory range of level communication strategies and functions.
Poor User	3-4	<ul style="list-style-type: none"> - Mostly inaccurate and inappropriate use of level vocabulary and grammar - A poor range of level vocabulary and grammar - Understanding often impeded 	<ul style="list-style-type: none"> - Mostly unclear pronunciation that frequently impedes understanding - Mostly inaccurate and inappropriate stress and intonation - Serious problems with pace and stops 	<ul style="list-style-type: none"> - Limited answers that rely heavily on prompting - Frequent repetition - Mostly irrelevant and illogically connected ideas 	<ul style="list-style-type: none"> - Mostly inaccurate and inappropriate use of level communication strategies and functions. - A poor range of level communication strategies and functions.
Very Poor User	1-2	<ul style="list-style-type: none"> - Severely inaccurate and inappropriate use of level grammar and vocabulary - A very basic range of level vocabulary and grammar - Understanding severely impeded 	<ul style="list-style-type: none"> - Poor pronunciation that almost always impedes understanding - Completely inaccurate and inappropriate stress and intonation - Severe problems with pace and stops 	<ul style="list-style-type: none"> - Hardly any ideas are extended even with a lot of prompting - Constant repetition - Irrelevant and illogically connected ideas 	<ul style="list-style-type: none"> - Severely inaccurate and inappropriate use of level communication strategies and functions. - A very basic range of level communication strategies and functions.
	0	Not enough of a sample to grade			

WRITING**Istanbul Kent University English Language Test (KELT)**

NAME:

EXAM ROOM NUMBER:

Time: 60 minutes

WRITING (30 points)

“Rules which are decided to be implemented by the school management are to be obeyed at school and any student who breaks the rules should be punished.”

Write an argumentative essay in which you either AGREE or DISAGREE with the above statement.

Give reasons for your answer and include any relevant examples from your own knowledge and/or experience.

Write at least 300 words.

Brainstorming: