



Opinion Writing Scoring Rubric

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**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 PROVIDES THE WRITER'S OPINION.

- 3 The TS/IP opens the paragraph/essay effectively (i.e., it clearly introduces the topic), grabs attention, and invites to continue reading. The writer's opinion is clearly established here. 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 does not include the opinion of the writer. 2.5
- 1 There is no TS/IP establishing the topic. (Instead, the writer jumps directly into opinion). 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), 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 support of the opinion initially established. 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 restate the writer's opinion (and, if possible, the main arguments put forward for this opinion) and include a call to action. Overall, the conclusion must contribute to convince the reader of the writer's opinion.

- 3 The CS/CP a) restates the writer's opinion introduced in the TS/IP in a new, more insightful manner and new words and, if possible (i.e., if word count allows), summarizes the main arguments, and b) includes a call to action. It neatly ends the paragraph/essay and reinforces the writer's opinion. 4.5
- 2 The CS/CP a) does not restate the writer's opinion or repeats it in basically the same words as those used in the TS/IP, and b) does not sum up the main arguments or does not include a call to action. Overall, it fails to reinforce the writer's opinion and close the paragraph. 2.5

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1	There is no CS/CP. The paragraph/essay ends while still providing arguments in support of the writer's opinion. Thus, there is no sense of closure to the paragraph/essay whatsoever.	0
<b>USE OF ENGLISH (20) (Grammar and vocabulary)</b>		
<b>GRAMMAR (G) (10)</b> 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
<b>VOCABULARY (V) (10)</b> 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 supporting the writer's opinion; it also fails to communicate meaning at the denotative/representative level.	2.5
<b>MECHANICS (5) (Spelling, Punctuation &amp; Capitalization)</b>		
<b>SPELLING (3)</b> 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
<b>PUNCTUATION (1)</b> 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
<b>CAPITALIZATION (1)</b> 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
<b>TOTAL MARKS:</b>		<input type="text"/>

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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 *persuade* (i.e., provide arguments supporting the writer’s opinion) 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)).