

<b>Writing Assessment Criteria for Paragraph/Essay Writing (A1-A2-B1-B2)</b>				
<b>Organization</b> <i>(Depending on the level)</i>  <b>25 pts</b>	<b>23-25 (Excellent)</b> Fully addresses all parts of the task. The writing shows a clear and logical organization. Includes all paragraph/essay components such as topic sentence, thesis statement, supporting points, examples, and concluding sentence/paragraph. Ideas are well-developed, smoothly connected, and consistently focused.	<b>18-22 (Good)</b> Addresses most parts of the task. Organization is generally clear but may have minor lapses in focus. Paragraph/essay components are present but may not always be fully developed. Transitions may be simple or occasionally weak, but overall structure is understandable.	<b>12-17 (Appropriate)</b> Addresses some parts of the task, but many components are missing. Organization is uneven or sometimes unclear. Paragraph/essay parts such as topic sentences, supporting details, or conclusions may be incomplete or not strong. Ideas may feel underdeveloped or loosely connected.	<b>0-11 (Poor)</b> Does not address most parts of the task. Lacks clear organization. No topic sentence, thesis statement, or supporting points. Sentences or paragraphs may be disconnected or random. Reader has difficulty understanding the overall structure or purpose.
<b>Ideas &amp; Content</b> <i>(Depending on the level)</i>  <b>30 pts</b>	<b>28-30 (Excellent)</b> Logical organization of ideas, which makes it easy to understand the text. Original topic sentence/thesis statement and clear transition between coherent supporting ideas. No irrelevant sentences throughout the text.	<b>22-27 (Good)</b> Logical organization of ideas but rarely hard to follow. A good topic sentence /thesis statement and supporting ideas are connected to it. A few problems with the flow of ideas. A little irrelevance can be tolerated.	<b>13-21 (Appropriate)</b> Unclear flow of ideas sometimes makes it hard to understand some parts. Topic sentence/thesis statement is problematic. Many problems with the flow of the supporting ideas. Irrelevancy sometimes makes it hard to follow the text.	<b>0-12 (Poor)</b> Very poor organization of ideas and many irrelevant sentences which makes it hard to follow the text. A lot of problems with the organization of supporting ideas The transition of ideas doesn't make much sense.
<b>Use of Grammar</b> <i>(Depending on the level)</i>  <b>20 pts</b>	<b>18-20 (Excellent)</b> Perfect/Great use of grammar with almost no mistakes. High-level sentence structure in accordance with the level.	<b>14-17 (Good)</b> Good use of grammar, with a few mistakes. A few problems with sentence structure	<b>9-13 (Appropriate)</b> Appropriate use of grammar with some mistakes which might make some parts hard to understand. Appropriate use of grammar but mistakes sometimes make it hard to follow the text.	<b>0-8 (Poor)</b> Many problems with sentence structure. Poor use of grammar, not appropriate to the level. A lot of problems with sentence structure which causes a lot of strain
<b>Word Choice &amp; Fluency</b> <i>(Depending on the level)</i>  <b>15 pts</b>	<b>14-15 (Excellent)</b> Excellent vocabulary range with precise word choice. Writing is smooth, fluent, and cohesive.	<b>10-13 (Good)</b> Adequate vocabulary for familiar topics. Some repetition and limited precision, but ideas are expressed clearly.	<b>5-9 (Appropriate)</b> Basic vocabulary suitable for everyday topics. Repetition is common; fluency is limited.	<b>0-4 (Poor)</b> Very simple vocabulary; often repetitive. Fluency very limited; relies on basic phrases.
<b>Punctuation &amp; Spelling</b>  <b>10 pts</b>	<b>9-10 (Excellent)</b> Almost no errors in punctuation or spelling. Any minor mistakes do not affect meaning or readability. Writing is clear, polished, and easy to follow.	<b>7-8 (Good)</b> A few errors in punctuation or spelling, but they rarely affect understanding. Most of the writing is clear, though occasional mistakes may cause slight confusion.	<b>5-6 (Fair)</b> Several errors in spelling and punctuation. Mistakes may sometimes make the text difficult to follow. The meaning is still understandable, but clarity is reduced.	<b>0-4 (Poor)</b> Frequent and serious errors in spelling and punctuation. Mistakes obscure meaning and make the writing hard to understand. Reader may struggle to interpret the text.