Please inform your students about the nature and format of the writing assessment. Provide ample practice and evaluation so that they know what to expect on the day of assessment.

There will be ONE writing assessment per module.

Duration of the writing assessment: 60 minutes

The writing assessment will be marked out of 10 using the rubric on the following page.

The writing assessment will consist of the following components:

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Corresponding SLO</th>
<th>Units</th>
<th>CEFR*Descriptors for B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a composition</td>
<td>Can write a narrative account of past experiences or events, in a coherent and cohesive text of up to 3 paragraphs.</td>
<td></td>
<td>Can write a description of an event, a recent trip – real or imagined.</td>
</tr>
<tr>
<td>Describing personal experiences / Narrative, 3 paragraphs (introduction body and conclusion) of about 100 words.</td>
<td>Can give the background to events then describe the main events, appropriately using past simple and past continuous.</td>
<td>3</td>
<td>Can narrate a story.</td>
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<tr>
<td></td>
<td></td>
<td>7</td>
<td>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</td>
</tr>
<tr>
<td></td>
<td>Writing Pack</td>
<td></td>
<td>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</td>
</tr>
<tr>
<td></td>
<td>Can join discrete elements in a story into a linear sequence of points using time expressions such as in the morning, last June, at 7 o’clock and time clauses featuring First, next, then, after that, during, while, before, after and when.</td>
<td></td>
<td>Can link a series of shorter, discrete simple elements into a connected linear sequence of points.</td>
</tr>
</tbody>
</table>

*CEFR (Common European Framework of References for Languages: Learning, Teaching and Assessment).
Write about a time when you did something that made you feel good and proud of yourself.

In your composition, you must:

- explain what happened
- describe your feelings
- write what you learned from this experience

You must write about **100 words.**
Off-topic responses receive a ZERO regardless of the quality of language output

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| 10    | • consistently focused and relevant, showing understanding of the prompt  
       | • very well-organized, cohesive and clearly divided into beginning, middle and end, with effective use of transitions  
       | • well-developed, with an effective topic sentence and sufficient support  
       | • minimal grammatical and mechanical (spelling, punctuation & capitalization) errors  
       | • accurate use of topic-related vocabulary |
| 9     | • mostly focused and relevant, showing understanding of the prompt  
       | • well-organized (a beginning, middle and end) with some use of transitions  
       | • well developed with a clear topic sentence and adequate support  
       | • a few minor grammatical and mechanical errors  
       | • adequate use of topic-related vocabulary |
| 8     | • inconsistent focus, with drifts from topic at times and a few irrelevant details  
       | • moderately clear pattern of organization with inconsistent use of transitions  
       | • somewhat developed with topic sentence and a few supporting details  
       | • some major grammatical and mechanical errors which do not distort meaning  
       | • inconsistent use of topic-related vocabulary |
| 7     | • vaguely focused with too many digressions from the prompt  
       | • no apparent pattern of organization (no clear division between beginning, middle and end) with few transitions  
       | • underdeveloped with an ineffective topic sentence and limited and superficial support  
       | • several major grammatical and mechanical errors affecting clarity and focus  
       | • very limited use of topic-related vocabulary |
| 6     | • lack of understanding of the prompt, with few relevant details  
       | • complete absence of organization and transitions  
       | • no or unclear topic sentence with little support  
       | • severe major grammatical and mechanical errors that make content impossible to grasp  
       | • minimal use of topic-related vocabulary |
| 5     | • completely unrelated to the assigned topic  
       | • absolutely illegible  
       | • no answer at all |

**Please note:** No half marks should be given. If the writing shows all aspects of the descriptors in a particular white band and some aspects of the higher band, then the mark in the grey band between the two should be given.