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>Task</th>
<th>Corresponding SLO</th>
<th>Units</th>
<th>CEFR* Descriptors for B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a composition giving opinions &amp; supporting reasons, 3 to 4 paragraphs (introduction, body paragraphs, and conclusion) of about 150 words.</td>
<td>Can produce a detailed cohesive and coherent essay in 3 to 4 paragraphs.</td>
<td>Writing Pack</td>
<td>Can describe experiences and events and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td></td>
<td>Can express his/her opinion and give reasons to support that opinion and specific details to support the reasons.</td>
<td></td>
<td>Can write about a variety of familiar subjects well enough for others to follow his/her story or argument.</td>
</tr>
<tr>
<td></td>
<td>Can use an appropriate introduction with thesis statement, topic sentences, supporting details and conclusion.</td>
<td>Writing Pack</td>
<td>Can produce simple connected texts on topics which are familiar or of personal interests.</td>
</tr>
<tr>
<td></td>
<td>Can write using a variety of sentence types – simple, compound and complex – avoiding fragments and run on sentences.</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).*
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 excellent understanding of the topic  
      • cohesive and clearly divided into introductory, body & concluding paragraphs, with consistent use of transitions  
      • well-developed main idea, with a wide range of supporting details  
      • accurate use of a range of grammatical structures and minimal errors in spelling & punctuation  
      • excellent use of a range of relevant vocabulary items demonstrating sound knowledge of word form and usage |
| 9     | • mostly focused and relevant, showing understanding of the topic  
      • clearly divided into introductory, body & concluding paragraphs with some use of transitions  
      • well developed main idea with adequate supporting details  
      • occasional inaccuracies in the use of grammatical structures and a few minor spelling and punctuation errors  
      • adequate use of topic-related vocabulary with minor errors in word form, choice and usage |
| 8     | • some relevant ideas, but they lack clarity and focus, with occasional digressions from topic  
      • inconsistent pattern of organization without an effective introduction and conclusion and occasional use of transitions  
      • somewhat developed main idea but inadequate in terms of length and supporting details  
      • some major grammatical inaccuracies that don’t obscure meaning with minor spelling & punctuation errors  
      • inconsistent use of topic-related vocabulary with some errors in word form, choice and usage which occasionally affect meaning |
| 7     | • vague understanding of topic with several digressions and many irrelevant details  
      • no visible pattern of organization with unclear introduction & conclusion and minimal use of transitions  
      • insufficient length and supporting details with ideas jumbled into one paragraph  
      • frequent grammatical inaccuracies that obscure meaning with some major spelling & punctuation errors  
      • limited use of relevant vocabulary with frequent errors in word form, choice & usage which affect meaning |
| 5     | • lack of understanding of the topic with mostly irrelevant details  
      • no cohesion with complete lack of organization and absence of transitions  
      • no introduction or conclusion with minimal supporting details consisting of a few isolated sentences  
      • severe grammatical inaccuracies that completely obscure meaning with frequent spelling and punctuation errors affecting coherence  
      • minimal use of relevant vocabulary with major errors in word form, choice and usage |
| 3     | • 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.
Hobbies are activities people do for fun, entertainment and relaxation. People always enjoy doing hobbies in their free time.

Write a composition about your favourite hobby.

In your composition, you must:

- name your hobby and describe what you do
- explain your reasons why you like it
- mention what you learn from your hobby
- give your opinion why your hobby is important in your life

You must write about **150 words**.
THIS IS THE END OF THE TEST