

A1-A2 Seviyesi Yazma Becerisi-Dereceli Puanlama Anahtarı

Writing Rubric		
Task Completion / Content		
3	fully addresses all parts of the task; ideas are clear, relevant, and supported with simple examples or details	___/3
2	covers all parts clearly, but ideas are basic or lack supporting detail	
1	covers only part of the task or includes limited, unclear information	
0	off-topic or incomplete	
Organization & Cohesion		
2	clear logical order and basic linkers	___/2
1	some organization; uses a few basic linkers	
0	no clear <u>order</u> ; ideas not connected	
Accuracy		
2	mostly correct basic structures	___/2
1	some errors but meaning clear; limited range of structures	
0	frequent errors; difficult to follow	
Vocabulary		
2	Uses a range of everyday vocabulary appropriate to the topic	___/2
1	Uses familiar words with some repetition	
0	Too limited or inappropriate	
Length / Effort		
0	does not meet the required length (90-100 words)	___1
1	meets required length (90–100 words)	
TOTAL		___/10

B1 Seviyesi (Cause and Effect)

B1 Writing Rubric

B1 Writing Rubric		
Body Paragraphs (Content & Task Achievement)		
3	Two clear body paragraphs are written. The first paragraph explains why we are experiencing low rainfall (at least two causes with brief explanations/examples). The second paragraph explains what happens because of this dry weather (at least two effects with brief explanations/examples). All ideas are relevant to the topic and make appropriate use of the notes.	/3
2	Two body paragraphs are written and generally follow the instructions, but some causes/effects are missing, or not fully explained, or one paragraph is clearly weaker than the other.	
1	Only one body paragraph is developed, or both paragraphs are very short / too general and only partially follow the task (causes and effects are not clearly explained).	
0	No relevant body paragraphs are written, or the content is completely off-topic.	
Organization (Topic sentence, Concluding sentence, Supporting Sentences)		
2	Each body paragraph has a clear topic sentence. Supporting sentences follow in a logical order. Cause-effect and sequencing linkers (e.g. because, so, therefore, as a result, first, then, finally) are used appropriately. Paragraphs are coherent and easy to follow.	/2
1	There is some organization and connection, but the topic sentence may be weak or unclear; ideas sometimes jump or are not fully connected; and linkers are limited, used incorrectly, or too repetitive.	
0	Ideas are not coherent, there is no real paragraph structure, and the text is difficult to follow	
Grammar (Sentence structure, Tenses, Subject-verb agreement)		
2	Most sentence structures are correct. Appropriate structures are generally used (especially cause-and-effect structures such as because, so, which causes, leads to). There are some errors, but the overall meaning is clear.	/2
1	There are frequent grammar errors (e.g., tense, subject-verb agreement, word order), but the overall meaning is usually understandable.	
0	There are many serious grammatical errors. Sentences are often unclear and difficult to understand.	
Vocabulary (Variety, Appropriateness, Use of subject-specific terms)		
2	Uses a sufficient range of vocabulary related to pollution. Word choice is mostly accurate and appropriate; only minor errors that do not affect meaning.	/2
1	Vocabulary range is limited or repetitive. There are some incorrect or inappropriate word choices, but the meaning is usually understandable from context.	
0	Vocabulary use is very limited or frequently incorrect. Meaning is often unclear or difficult to understand.	
Mechanics – Spelling & Punctuation		
1	Spelling and punctuation are generally correct; minor errors do not affect the meaning or make the text difficult to read.	/1
0	There are frequent spelling and/or punctuation errors that seriously disrupt the reading experience or make the meaning confusing.	
TOTAL		/10

B1 Seviyesi (Summary/Response)

B1 Writing Rubric

B1 Writing Rubric		
Paragraphs (Content & Task Achievement)		
4	Two clear paragraphs are written. All ideas are relevant and fully address the task. • Summary accurately covers the main ideas of the text using own words; no opinions included. • Response clearly states an opinion about the main idea of the text and supports it with a relevant explanation/example.	/4
3	Both paragraphs are present. •Summary is mostly accurate but misses one key idea or includes minor, unnecessary detail. • Opinion is clear, but support is limited or briefly explained.	
2	Only one paragraph is clearly developed, or both paragraphs are weak. • Summary is incomplete or unclear. • Opinion is underdeveloped or partially off-topic.	
1	Very limited content. • Ideas are unclear, very short, or weakly related to the task.	
0	Paragraphs are missing, or the content is completely off-topic.	
Organization (Topic sentence, Concluding sentence, Supporting Sentences)		
2	Clear topic sentence in each paragraph; ideas follow a logical order; basic linkers used appropriately (e.g., First, However, For this reason).	/2
1	Some organization but topic sentences or supporting ideas are weak or unclear; linking is limited or repetitive.	
0	No clear paragraph structure; ideas are difficult to follow.	
Grammar (Sentence structure, Tenses, Subject-verb agreement)		
2	Mostly correct sentences; errors do not affect meaning. Uses basic summary and opinion structures accurately.	/2
1	Frequent grammar errors (tenses / S–V agreement/word order), but meaning is generally clear.	
0	Serious grammar errors; sentences are often unclear or difficult to understand.	
Vocabulary (Variety, Appropriateness, Use of subject-specific terms)		
1	Uses appropriate vocabulary related to the topic.	/1
0	Very limited or frequently incorrect vocabulary; meaning is affected.	
Mechanics – Spelling & Punctuation		
1	Spelling and punctuation are mostly correct; minor errors do not affect readability.	/1
0	Frequent spelling or punctuation errors interfere with understanding.	
TOTAL		/10

B2 Seviyesi (Comparison-Contrast)

B2 Writing Rubric		
Introduction (Opinion & Thesis Statement)		
3	Clearly introduces the topic and states a clear opinion. Provides a clear thesis indicating both views and the writer's position.	/ 3
2	Topic is introduced, but the opinion or thesis is somewhat unclear or incomplete.	
1	Topic is introduced but the thesis is weak or poorly expressed.	
0	No clear introduction or off-topic.	
Body Paragraph 1		
3	Clearly explains the advantages of studying a foreign language in the place where it is spoken with appropriate development and support.	/ 3
2	Ideas are present but not fully developed, or examples are limited.	
1	Ideas are unclear, repetitive, or poorly explained.	
0	Ideas are missing or unclear.	
Body Paragraph 2		
3	Clearly explains the advantages of studying a foreign language without leaving home with appropriate development and support.	/ 3
2	Ideas are present but not fully developed or examples are limited.	
1	Ideas are unclear, repetitive, or poorly explained.	
0	Ideas are missing or unclear.	
Conclusion		
2	Effectively summarizes the main ideas and clearly restates the writer's opinion using different wording.	/ 2
1	Conclusion summarizes ideas but restatement of opinion is weak or repetitive.	
0	No clear conclusion.	
Organization & Cohesion		
3	Clear paragraphing and logical flow. Uses appropriate opinion and contrast linkers (for example, however, on the other hand, in contrast, therefore)./3	/ 3
2	Some organization, but linkers are limited or repetitive.	
1	Organization is weak and ideas are not clearly connected.	
0	No clear organization.	
Grammar & Sentence Structure		
3	Mostly accurate grammar. Effective use of complex and compound sentences. Errors do not affect meaning.	/ 3
2	Some grammatical errors, but meaning remains clear.	
1	Frequent grammatical errors.	
0	Serious and frequent errors; meaning is unclear.	
Vocabulary		
2	Appropriate and varied vocabulary related to education and language learning. Demonstrates paraphrasing across the essay.	/ 2
1	Vocabulary is generally appropriate but somewhat limited.	
0	Vocabulary seriously limits understanding.	
Mechanics - Spelling & Punctuation		
1	Mostly correct spelling and punctuation.	/ 1
0	Frequent spelling or punctuation errors that affect clarity.	