

## English Placement Test (EPT) Writing Rating Scale

	1010B		1010C/1010D		Pass
	B	B+	C/D	C/D+	
<b>Organization (30%)</b> Unity Cohesion Coherence Relevance	<ul style="list-style-type: none"> <li>- Essay is <b>somewhat organized</b> and <b>maybe hard to follow</b>.</li> <li>- Cohesive and transitional devices are used <b>rarely or inappropriately</b>.</li> <li>- Essay includes <b>some irrelevant details</b>. Paragraphs <b>lack a focus</b> or purpose of each paragraph is <b>unclear</b>.</li> </ul>		<ul style="list-style-type: none"> <li>- Essay is <b>adequately organized</b>, but <b>requires effort to follow</b>.</li> <li>- <b>Simple</b> cohesive and transitional devices are used. <b>Some</b> might be used <b>inappropriately</b>.</li> <li>- Paragraphs display <b>some evidence of unity</b> but <b>some</b> redundancy and irrelevant information.</li> </ul>		<ul style="list-style-type: none"> <li>- Essay is <b>well-organized</b> and <b>easy to follow</b>.</li> <li>- <b>A wide range</b> of cohesive and transitional devices are <b>appropriately</b> used.</li> <li>- Paragraphs <b>display unity</b> and a <b>clear focus</b> despite <b>occasional</b> redundancy and irrelevant information.</li> </ul>
<b>Arguments &amp; Details (25%)</b> Supporting details Relevance	<ul style="list-style-type: none"> <li>- Arguments are <b>vague or underdeveloped</b>.</li> <li>- Details and examples are <b>mostly clear or relevant</b> but <b>need more explanation</b>.</li> <li>- Sources are <b>not</b> integrated.</li> </ul>		<ul style="list-style-type: none"> <li>- Arguments are <b>mostly developed</b> although more supporting details are needed.</li> <li>- Details and examples are <b>mostly clear and relevant</b>.</li> <li>- Sources are integrated though <b>not skillfully</b>.</li> </ul>		<ul style="list-style-type: none"> <li>- Arguments are <b>fully elaborated</b>.</li> <li>- Details and examples are <b>clear, sufficient, and relevant</b> to the topic and task.</li> <li>- Sources are <b>mostly</b> integrated <b>skillfully</b>.</li> </ul>
<b>Grammar and Lexis (30%)</b> Range Accuracy Appropriateness	<ul style="list-style-type: none"> <li>- Writer shows control of <b>simple</b> grammar structures and <b>attempts more complex</b> ones.</li> <li>- Vocabulary is used with <b>many</b> repetitions or <b>mostly</b> based on the stimuli. <b>Many</b> words are not appropriately used.</li> <li>- Essay contains <b>many</b> grammatical and lexical errors which <b>interfere</b> with comprehensibility.</li> </ul>		<ul style="list-style-type: none"> <li>- Writer displays <b>good</b> control of <b>simple</b> grammar structures and <b>some complex</b> ones.</li> <li>- Writer uses <b>a range</b> of vocabulary with <b>some</b> repetitions. <b>Some</b> words/phrases are not appropriately used.</li> <li>- <b>Some</b> grammatical and lexical errors <b>might occasionally</b> interfere with comprehensibility.</li> </ul>		<ul style="list-style-type: none"> <li>- Writer uses <b>a wide range</b> of grammar structures and vocabulary <b>appropriately</b> and <b>accurately</b> despite <b>some minor</b> grammatical and lexical errors.</li> </ul>
<b>Conventions (15%)</b> Spelling Paraphrasing Citing external sources	<ul style="list-style-type: none"> <li>- Essay contains <b>some</b> misspellings which <b>sometimes interfere</b> with comprehensibility.</li> <li>- Text from the sources is used <b>without paraphrasing</b>.</li> <li>- Sources might not be cited.</li> </ul>		<ul style="list-style-type: none"> <li>- Spelling is mostly correct. Spelling errors are <b>minor without interfering</b> with comprehensibility.</li> <li>- Text from the sources is <b>mostly paraphrased appropriately</b>.</li> <li>- Sources might not be cited.</li> </ul>		<ul style="list-style-type: none"> <li>- Spelling is mostly correct. Errors are <b>minor without interfering</b> with comprehensibility.</li> <li>- Text from the sources is <b>paraphrased appropriately</b>.</li> <li>- Sources are cited <b>appropriately</b>.</li> </ul>