| Points | **RUBRIC FOR SUMMARY WRITING** | **Student’s Score** |
| --- | --- | --- |
| **18-20** | A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading and listening.  The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections. |  |
| **14-17** | A response at this level in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading.  A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in an more than an occasional lapse of clarity or in the connection of ideas. |  |
| **10-13** | A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: • Although the overall response is definitely oriented to the task, it conveys only vague points made in the reading. Global, unclear, or somewhat imprecise connection of the points made in the listening.  • The response may omit one major key point made in the lecture.  • Some key points made in the lecture or the reading, or connections between the two may be incomplete, inaccurate, or imprecise.  • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections. |  |
| **7-9** | A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the listening or reading texts.  A response at this level is marked by one or more of the following:  • The response significantly misrepresents or completely omits the overall connection between the listening and the reading.  • The response significantly omits or significantly misrepresents important points made in the lecture.  • The response contains, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture. |  |
| **4-6** | A response at this level is marked by one or more of the following:  • The response provides little or no meaningful or relevant coherent content from the reading and listening texts.  • The language level of the response is so low that it is difficult to derive meaning. |  |
| **0-3** | A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank. |  |

**TOTAL SCORE: /20**

| **NAME/**  **SURNAME:** | **HOLISTIC WRITING RUBRIC** | **Student’s Score** |
| --- | --- | --- |
| **SCORE** | **CRITERIA** |  |
| **17-20** | Natural English and no direct translation of idioms and phrases from Turkish.  Excellent choice of vocabulary.  Complete knowledge of syntax and morphology.  Appropriate use of articles and prepositions.  Good spelling, punctuation and capitalization.  Topic is clearly stated.  All parts of the text have excellent unity and coherence. |  |
| **13-16** | Sufficient naturalness of English and few collections of simple sentences and direct translations of idioms from Turkish.  Good vocabulary choice.  Extensive knowledge of syntax and morphology.  Few random uses of articles and prepositions.  A few spelling, punctuation and capitalization errors.  Topic is rather clear.  All parts of the text have good unity and coherence. |  |
| **9-12** | Lack of naturalness of English and not many direct translations of idioms and phrases from Turkish.  Average vocabulary choice.  Moderate knowledge of syntax and morphology.  Some inappropriate use of articles and prepositions.  There are several spelling, punctuation and capitalization errors.  The topic is stated but it is not clear.  All parts of the text have an average level of unity and coherence. |  |
| **5-8** | Poor and informal English and frequent direct translations of idioms and phrases from Turkish.  Weak choice of vocabulary.  Limited knowledge of syntax and morphology.  Serious errors in articles and prepositions.  Spelling, punctuation and capitalization errors are common.  The topic is unrelated.  All parts of the text have a poor level of unity and coherence. |  |
| **0-4** | Insufficient naturalness of English and many direct translations of idioms and phrases from Turkish.  Very weak vocabulary choice.  No evidence of knowledge of syntax and morphology.  Nearly all the articles and prepositions are used wrong.  Many spelling, punctuation and capitalization errors.  Topic is missing.  The text has nearly no unity and is incoherent. |  |

**TOTAL SCORE: /20**