

Writing Test Band Descriptors – NUEPT (Evaluation Criteria: 20 points)

Score	Use of Grammar	Use of Vocabulary	Coherence and Cohesion	Task Response
5	<ul style="list-style-type: none"> A wide range of grammatical structures, including complex sentences, is used accurately and appropriately. Sentences are mostly error-free. Punctuation is generally accurate, and occasional, non-systematic errors may occur, but they have minimal impact on communication. 	<ul style="list-style-type: none"> A wide range of vocabulary is used accurately and naturally to convey meaning. Less common vocabulary and appropriate expressions are used effectively when suitable. A few errors in word choice or collocation may occur, but communication remains clear. Occasional errors in spelling or word formation may occur. 	<ul style="list-style-type: none"> Information and ideas are presented in a logical order and progress clearly across the response, with occasional minor breaks in the flow. A wide range of cohesive devices is used effectively, including reference and substitution, with only occasional imbalance. Paragraphing is used effectively to make the response clear, and ideas within paragraphs are generally presented in a logical order. 	<ul style="list-style-type: none"> All main parts of the task are covered. An appropriate format is used, and the position is clear and developed. Each main idea is developed and supported, though some supporting sentences may be too general or lack focus.
4	<ul style="list-style-type: none"> A range of grammatical structures including complex sentences is used with some flexibility and is generally accurate. Error-free sentences are frequent. Punctuation is generally accurate; occasional errors may occur, but communication remains clear. 	<ul style="list-style-type: none"> A suitable range of vocabulary is used to express ideas clearly and accurately. Attempts to use a wider range of vocabulary may lead to more errors or inappropriate word choices. The response shows awareness of style and collocation, but they are not always used correctly. Spelling and word formation are generally accurate, with only a few errors that do not affect clarity. 	<ul style="list-style-type: none"> Ideas and information generally follow a clear, logical order. Cohesive devices are generally used effectively. Paragraphs are generally organized logically, and the central topic is clear. 	<ul style="list-style-type: none"> The main parts of the task are covered, although some are explained in more detail than others. An appropriate format is used, and a position directly relevant to the task is presented. Each main idea is relevant, but some supporting arguments or evidence may not clearly support it.

Score	Use of Grammar	Use of Vocabulary	Coherence and Cohesion	Task Response
3	<ul style="list-style-type: none"> A range of simple and complex sentences is used, but with limited variety. Errors are more frequent in complex sentences than in simple structures. There are several errors in grammar and punctuation, but communication is usually clear. 	<ul style="list-style-type: none"> Uses a moderate range of vocabulary that generally allows ideas to be expressed clearly. Some word choices may be inaccurate, but meaning is generally clear. Spelling and word formation errors may occur, but they rarely make the response difficult to understand. 	<ul style="list-style-type: none"> The response shows some organization and is generally coherent, although ideas do not always progress logically or smoothly. Cohesive devices may be limited, overused, or sometimes inaccurate. Reference and substitution may also be limited, resulting in repetition. Paragraphs are used, but they are not always clearly organized. 	<ul style="list-style-type: none"> The response attempts to address the main parts of the task, but some may not be fully covered. The format is generally appropriate, and a position is presented, but it is not always clearly developed. The response presents some main ideas, but they may be underdeveloped, or repeated.
2	<ul style="list-style-type: none"> The range of structures is narrow and rather repetitive. Complex sentences are attempted but often contain errors, while simple sentences are more accurate. Frequent grammatical errors may make parts of the response difficult to understand, and punctuation may be inaccurate. 	<ul style="list-style-type: none"> The range of vocabulary is limited but allows the main ideas to be expressed. Word choice is often inappropriate, and limited vocabulary leads to simple or repeated language. Noticeable errors in spelling or word formation may sometimes make the response difficult to understand. 	<ul style="list-style-type: none"> Information and ideas are evident but not coherently arranged. The relationships between ideas may be difficult to follow. Some basic cohesive devices are used, but they may be inaccurate or repetitive. Paragraphs are present, but they may not be clearly formed or may not have a clear main topic. 	<ul style="list-style-type: none"> The task is addressed only minimally, or the response may not remain relevant, possibly because the task is misunderstood. The format may be inappropriate, and the response includes a position, but it may be difficult to identify. The main idea(s) may be unclear, irrelevant, or unsupported, and much of the response may be repetitive.
1	<ul style="list-style-type: none"> A very limited range of structures is used. Grammatical errors are very frequent. Punctuation is frequently incorrect or missing, often making the meaning unclear. 	<ul style="list-style-type: none"> The range of vocabulary is very limited and is not sufficient or relevant to the task. The response may use memorized phrases, formulaic language, or language from the task in unsuitable ways. Errors in word choice, word formation, or spelling may make the meaning unclear. 	<ul style="list-style-type: none"> The organization is unclear, and it is difficult to understand how the ideas are related. The use of sequencers or cohesive devices is insufficient, and they may not clearly show how ideas are related. Referencing may be unclear. Paragraphs may be missing or may not help organize the response. 	<ul style="list-style-type: none"> No part of the task is addressed sufficiently, or the task may have been misunderstood. The format is not appropriate, and no clear, relevant position is presented. The task is addressed only minimally. The main ideas presented are very limited and may not be relevant or developed.
0	<p>A score of 0 is given across all criteria if any one of the following applies: there is <i>no response</i>; the response is <i>entirely off-topic</i>; it <i>consists entirely of memorized or prefabricated language</i>; it is <i>written entirely in a language other than English</i>; it <i>contains fewer than 25 words</i>; or it is <i>copied entirely from the prompt</i>.</p>			