



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year
Written Production and Interaction Rubric for the
Proficiency Exam



Written Production and Interaction (30 points)

Writing 2 is set as ONE of two alternative task types (respond to an opinion = W4, or summarise a source text = W6). The task actually used in a given administration must be recorded on the marking sheet, and only the matching rubric (Part 2A or Part 2B) is applied.

Objectives Assessed	Question Type	Numbers of Questions / Sample questions
A sample question and progression:		
Writing 1 (20 points)	Writing an opinion essay	“You are contributing to a discussion in your university’s student magazine about campus life. The magazine has invited students to share their views on how universities can better support student success: ‘Universities should focus more on practical skills and work experience rather than only academic knowledge.’ Write an opinion essay responding to the statement (200 words). In your essay: ○ explain whether you agree or disagree with the opinion, ○ discuss the reasons for your position, ○ provide examples to support your ideas.”
Writing 2 (10 points)	Responding to a given text	Two sample questions: “You are participating in an online discussion about university education. A student writes: ‘I think students learn better when they study independently

rather than attending traditional classes.’ Write a response to the student’s opinion. State whether you agree or disagree and explain your reasons.”

- “Your department is preparing a guide for new students. You have been asked to summarize an article about study strategies to make new students understand key recommendations. Write a summary of the article for the student guide. Include the main points and important supporting information (100 words).”
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Part 1: Writing 1 – Opinion Essay (rated out of 40; converted to 20 points)

Scoring and conversion: each criterion is rated out of 10. Writing 1 = 4 criteria $\times$ 10 = 40 raw points $\times$ 0.5 = 20 points. Writing 2 = 2 criteria $\times$ 10 = 20 raw points $\times$ 0.5 = 10 points. Written Production and Interaction total = 30 points within the 100 points of Session 1.

Band 0: award 0 for a criterion when there is no response, when the script is entirely off-topic, or when there is too little language to allow a judgement. Band 0 is contained in the 0–3 column.

Choosing within a band: award the lower value when the descriptor is only partially met and the higher value when it is fully met. Half marks are not awarded.

Underlength scripts: a script substantially below the stated word limit cannot provide evidence for the upper bands and is limited by the evidence available. No separate word-count penalty is applied.

The top band describes a strong B2 performance, not a C1 or native-speaker performance. Reference scales, verified against the CEFR Companion Volume (Council of Europe, 2020): Overall written production; Reports and essays; Coherence and cohesion; Thematic development; Vocabulary range; Vocabulary control; Grammatical accuracy; Orthographic control; Sociolinguistic appropriateness. Part 2B (summary task) is additionally anchored to Processing text in writing; the Companion Volume states that mediation may take place within one language, so this scale applies to same-language summarising.

Outcome coverage: criteria 1 and 2 are mapped to the W learning outcomes. Criteria 3 (Lexical Range and Control) and 4 (Grammatical Range and Accuracy) — and the Language Control criterion in Parts 2A and 2B — assess the linguistic resources that underpin all W outcomes and are anchored to the CEFR B2 scales rather than to a single outcome code.

Assessing: W1 (Introducing and explaining an issue clearly; organizing information), W2 (Developing arguments with reasons and examples), W3 (Discussing alternative viewpoints and evaluating solutions), W5 (Using appropriate register, genre conventions and organization). Four criteria $\times$ 10 = 40 raw points $\times$ 0.5 = 20 points.

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
1. Task Achievement & Argument Development (W1, W2, W3)	Does not introduce the issue or address the prompt; the position is unclear; reasons and examples are absent or irrelevant; alternative viewpoints are not addressed. (0 = no response, entirely off-topic, or too little language to assess.)	Introduces the issue and states a position, but development is thin or repetitive; support is limited; alternative viewpoints are mentioned only in passing.	Introduces and explains the issue clearly; states and develops a position with relevant reasons and examples; addresses alternative viewpoints and evaluates them adequately.	Introduces the issue precisely and develops a well-supported position throughout, with specific, well-chosen examples and a clear, balanced treatment of alternative viewpoints.	/ 10
2. Organization, Coherence & Register (W1, W5)	No recognisable text structure; ideas are not connected; register is inappropriate to the stated audience and purpose.	Basic paragraphing; linking is limited to a few high-frequency connectors; register is inconsistent.	Clear conventional structure (introduction – body – conclusion); ideas are linked with a range of cohesive devices; register suits the stated audience and purpose.	Well-controlled structure with effective paragraphing; cohesive devices are used flexibly and accurately; register is consistently appropriate throughout.	/ 10

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
3. Lexical Range & Control	Vocabulary is too limited to convey the message; frequent errors obscure meaning.	Restricted, high-frequency vocabulary; noticeable errors in word choice, word form or collocation.	Sufficient range for the topic, including some less common items; occasional errors do not impede communication.	Good range of vocabulary for the topic and for general matters, used with precision and with varied formulation that avoids repetition; occasional lexical gaps may still cause circumlocution without hindering communication. Errors are rare and minor.	/ 10
4. Grammatical Range & Accuracy	Only isolated words or memorised phrases; errors in basic structures prevent understanding.	Mainly simple structures; frequent errors in complex forms sometimes cause misunderstanding.	A mix of simple and complex structures with good control; errors occur but rarely lead to misunderstanding; punctuation and spelling do not impede reading.	A range of complex structures used with consistent accuracy; errors are occasional and do not affect communication.	/ 10

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
Total for Writing 1					$\frac{\quad}{\quad} \div 20$ $\frac{\quad}{\quad} \times 0.5 =$

Part 2A: Writing 2 – TASK A: Responding to Another Person’s Opinion (rated out of 20; converted to 10 points)

IMPORTANT — Writing 2 has two alternative task types. Use ONLY the rubric that matches the task the candidate actually received:

Task A (responding to an opinion, assessing W4) or Task B (summarising a source text, assessing W6). Do not apply both rubrics to the same script.

Assessing: W4 (Responding appropriately to another person’s ideas and opinions). Two criteria $\times 10 = 20$ raw points $\times 0.5 = 10$ points.

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
1. Engagement with the Interlocutor’s Ideas & Justification (W4)	Does not engage with the other person’s opinion; the position is unclear or absent; no reasons are given. (0 = no response or entirely off-topic.)	Refers to the other person’s opinion only in general terms; states agreement or disagreement with minimal justification.	Responds directly to the specific points made; states a clear position and supports it with relevant reasons.	Engages closely with the specific points raised, states a clear and consistent position, and justifies it with well-chosen reasons; tone suits an online discussion.	/ 10
2. Language Control & Register (range,	Vocabulary and grammar are too limited or inaccurate for the message to be	High-frequency vocabulary and mainly simple structures; frequent	Adequate range of vocabulary and structures for the task; errors do not impede communication; register	Good range of vocabulary and structures used accurately and flexibly; register is	/ 10

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
accuracy, appropriacy)	understood; register is inappropriate.	errors; register is inconsistent.	suits a neutral or informal discussion.	consistently appropriate.	
Total for Writing 2 (Task A)					$\frac{\quad}{20} \times 0.5 = \frac{\quad}{10}$

Part 2B: Writing 2 – TASK B: Summarising a Source Text (rated out of 20; converted to 10 points)

Assessing: W6 (Providing, summarizing and responding to information). Two criteria $\times 10 = 20$ raw points $\times 0.5 = 10$ points. Use this rubric ONLY when the candidate received the summary task.

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
1. Accuracy, Selection & Completeness of	Fails to identify the main points; the summary misrepresents the source or is largely	Some main points are identified but key information is missing, or minor details are given disproportionate	Identifies the main points and the important supporting information accurately; the summary suits the stated	Selects the main points precisely and completely, with accurate supporting information, in a	/ 10

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
the Summary (W6)	copied verbatim. (0 = no response, entirely off-topic, or copied wholesale.)	space; the source is occasionally distorted.	readership and respects the word limit.	well-proportioned summary that the intended reader could use directly.	
2. Reformulation, Language Control & Register	The text is copied from the source with little or no reformulation; vocabulary and grammar are too inaccurate to be understood.	Frequent lifting of phrases from the source; limited reformulation; frequent language errors.	Information is largely reformulated in the candidate's own words; vocabulary and structures are adequate; errors do not impede communication; register suits an informative guide.	Consistent, accurate reformulation in the candidate's own words with good lexical and grammatical control; register is consistently appropriate.	/ 10
Total for Writing 2 (Task B)					/ 20 (× 0.5 = / 10)

MARKING RECORD (Proficiency Exam Policy, Section 5 – Reliability)

Candidate No: _____ Writing 2 task received: ☐ Task A (response) ☐ Task B (summary) Date: _____

Marker 1: _____ Writing 1 ____ / 20 + Writing 2 ____ / 10 = ____ / 30

Marker 2: _____ Writing 1 ____ / 20 + Writing 2 ____ / 10 = ____ / 30

Difference between markers: ____ points. If the difference exceeds 3 points out of 30 (10%), a third marker rates the script independently and the final score is the mean of the two closest ratings. Both scripts are marked anonymously (candidate number only).

Final Written Production and Interaction score: ____ / 30 (entered into the Session 1 total of 100).