



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



Written Production and Interaction (Writing) (30 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 (Writing) 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 2 is additionally anchored to Processing text in writing and Correspondence because it combines source summarization with an email response.

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 Organization, Language Control & Email Register

criterion in Part 2—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

Part 1: Writing 1 – Opinion Essay (rated out of 40; converted to 20 points)

	Objectives Assessed	Question Type
Writing 1 (20 points)	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	Writing an opinion essay
Writing 2 (10 points)	W4 Respond appropriately to a correspondent W5 Use appropriate email register, genre conventions and organization W6 Summarize and respond to source information	Integrated email response to a given text

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
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
Total for Writing 1 Raw: ____ / 40					Final: ____ / 20

Part 2: Writing 2 – Integrated Summary and Email Response (rated out of 20; converted to 10 points)

Writing 2 is ONE integrated task of about 100 words. The candidate briefly summarizes the main point of a supplied source statement and responds appropriately to the correspondent’s ideas or request in the same email. The task assesses W4, W5 and W6 together, and the single Part 2 rubric is applied.

Assessing: W4 (responding appropriately to another person's ideas or request),

W5 (using appropriate register, genre conventions and organization), and W6 (providing, summarizing and responding to information).

Two criteria × 10 = 20 raw points × 0.5 = 10 points.

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
1. Source Summary, Response & Justification (W4, W5, W6)	Does not identify the source’s main point or respond to the correspondent’s situation; advice or position is absent or irrelevant. (0 = no response, entirely off-topic, or too little language to assess.)	Identifies part of the source message and gives a general response or advice, but important information is missing, distorted or weakly justified.	Summarizes the source’s main point accurately and responds directly to the correspondent with a clear position or advice supported by relevant reasons.	Integrates a concise, accurate summary naturally into a fully relevant response; advice and reasons are specific, well chosen and consistently connected to the correspondent’s needs.	/ 10
2. Organization, Language Control & Email Register (W4, W5, W6)	No recognizable email organization; vocabulary and grammar are too limited or inaccurate for the message to be understood; register is inappropriate.	Basic email organization; high-frequency vocabulary and mainly simple structures; frequent errors; register is inconsistent.	Clear email organization; adequate vocabulary and grammatical range; errors do not impede communication; register suits an informal message to a friend.	Concise and cohesive email organization; good lexical and grammatical control; source information is reformulated effectively; register is consistently appropriate.	/ 10
Total for Writing 2 (integrated task) Raw: ____ / 20					Final: ____ / 10

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

Candidate No: _____

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 (Writing) score: ____ / 30 (entered into the Session 1 total of 100).