



**Republic of Türkiye**  
**Kahramanmaraş Sütçü İmam University**  
**School of Foreign Languages**  
**2026-2027 Academic Year**



**Written Production Rubric for the Placement Exam**

**Section 2 (Duration: 40 minutes; 30% of the total grade of 100)**

Composition of Section 2: A2 task 5 points + B1 task 5 points + B1+ task 20 points = 30 points = 30% of the total grade.

PART 1 – A2 WRITING TASK (5 points): guided sentence mechanics (combining ideas, reordering, gap-fills). These are discrete, sentence-level items and are scored objectively against an answer key; no analytic rubric applies. 5 items × 1 point = 5 points (Placement Exam Specification). Outcome code: W-A2.3.

Use of the scores: this rubric produces a Section 2 score out of 30. Placement is decided on the COMBINED total of Section 1 (objectively scored) and Section 2. No level is assigned on the basis of the writing score alone, and this rubric therefore contains no cut scores; the level bands are defined in the placement decision table for the exam as a whole.

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 0–1 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.

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

Suggested timing within the 40 minutes: A2 task ~8 min, B1 task ~10 min, B1+ task ~22 min.

Each top band describes a strong performance AT THE LEVEL OF THAT TASK (A2, B1 or B1+), not a performance above it. Reference scales, verified against the CEFR Companion Volume (Council of Europe, 2020): Overall written production; Reports and essays; Correspondence; Notes, messages and forms; Coherence and cohesion; Vocabulary range; Vocabulary control; Grammatical accuracy; Orthographic control.

**Written Production – Section 2 (3 tasks: A2 5 + B1 5 + B1+ 20 = 30 points)**

| Level / Section                      | Target Syllabus Objectives Mapped                                                                                                                                                                                                                                                                        | Question / Task Type                                                                         | Task Prompt & Formatting Specifications                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A2 Writing Task</b><br>(5 points) | <ul style="list-style-type: none"> <li>Guided sentence mechanics: combine given ideas into single sentences, reorder scrambled elements, and complete sentence-level gaps.</li> <li>Sentence-level control: produce accurate simple sentences using basic connectors and everyday vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>Guided sentence mechanics (discrete items)</li> </ul> | <p><b>Discrete / sentence-level items</b> (no paragraph-level writing)</p> <ul style="list-style-type: none"> <li>Complete a set of guided sentence-level items: combine two short ideas into a single sentence, reorder scrambled elements into correct sentences, and fill sentence-level gaps. Scored objectively against an answer key; no analytic rubric applies.</li> </ul> |
| <b>B1 Writing Task</b><br>(5 points) | <ul style="list-style-type: none"> <li>Routine functional messaging: Produce short, connected functional messages (e.g., informal email/note) passing on factual information.</li> <li>Linear organization: Link discrete sentences smoothly to explain daily</li> </ul>                                 | <ul style="list-style-type: none"> <li>Short message / guided email reply</li> </ul>         | <p><b>Short guided response</b> (50–70 words)</p> <ul style="list-style-type: none"> <li>Write a brief functional reply (e.g., responding to a peer’s email or note about daily routines/plans). Focus on conveying essential facts and stating simple reasons using connected sentences.</li> </ul>                                                                               |

---

routines, choices, or simple reasons  
for actions.

---

|                                                   |                                                                                                                                                                                                        |                                                                                      |                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B1+<br/>Writing<br/>Task</b><br>(20<br>points) | <ul style="list-style-type: none"><li>• Brief reports and essay writing:<br/>Present personal opinions with<br/>simple reasoning, summarize factual<br/>info, and organize linear sequences.</li></ul> | <ul style="list-style-type: none"><li>• Short academic /<br/>opinion essay</li></ul> | <b>Academic opinion essay</b> (150–200 words) <ul style="list-style-type: none"><li>• Write an essay responding to a given statement on a<br/>university-related or general topic. Express whether you<br/>agree or disagree, present simple structured reasoning, and<br/>organize your ideas in a clear linear sequence.</li></ul> |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

---

**Part 2: B1 Writing Task Rubric (3 criteria × 5 = 15 raw points ÷ 3 = 5 points)**

| Assessment Criterion                                                                                                        | 0–1 (Basic)                                                                                                                                                 | 2–3 (Satisfactory)                                                              | 4 (Good / Competent)                                                                                | 5 (Proficient)                                                                                        | Score (0–5) |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------|
| <b>1. Routine Functional Messaging</b> ( <i>Passing on factual information in short functional messages/emails</i> )        | Does not convey the essential facts; the required functional elements are missing. (0 = no response, entirely off-topic, or too little language to assess.) | Conveys some facts, but key details are missing or communication gaps remain.   | Conveys the essential factual information required by the prompt in an appropriate functional tone. | Conveys all the factual requirements clearly and completely, in a tone suited to an informal message. | / 5         |
| <b>2. Linear Organization</b> ( <i>Linking discrete sentences smoothly to explain daily routines, choices, or reasons</i> ) | Sentences are disconnected; no cohesive devices or logical sequence. (0 = no assessable text.)                                                              | Relies on a few repetitive basic linkers; organization is mechanical or uneven. | Links sentences smoothly with appropriate basic linkers to explain routines, choices or reasons.    | Links sentences consistently and logically so that the short message reads as a connected whole.      | / 5         |
| <b>3. Language Control (Vocabulary and Grammar)</b> ( <i>Everyday</i> )                                                     | Vocabulary and grammar are too limited or inaccurate                                                                                                        | High-frequency vocabulary and simple structures; frequent errors that           | Adequate everyday vocabulary and control of simple structures; errors do                            | Everyday vocabulary used accurately and simple structures controlled                                  | / 5         |

| Assessment Criterion                                | 0–1 (Basic)                       | 2–3 (Satisfactory)         | 4 (Good / Competent)       | 5 (Proficient)                  | Score (0–5)                  |
|-----------------------------------------------------|-----------------------------------|----------------------------|----------------------------|---------------------------------|------------------------------|
| <i>vocabulary and control of simple structures)</i> | for the message to be understood. | sometimes obscure meaning. | not prevent understanding. | consistently; errors are minor. |                              |
| <b>Total for B1 Task</b>                            |                                   |                            |                            |                                 | / 15 (÷<br>3 =<br><hr/> / 5) |

**Part 3: B1+ Writing Task Rubric (4 criteria × 5 = 20 points)**

| <b>Assessment Criterion</b>                  | <b>0–1 (Basic)</b>                                                                                                                           | <b>2–3 (Satisfactory)</b>                                                                | <b>4 (Good / Competent)</b>                                                        | <b>5 (Proficient)</b>                                                                                                        | <b>Score (0–5)</b> |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>1. Task Achievement &amp; Position</b>    | Does not address the statement; the position is missing or unclear. (0 = no response, entirely off-topic, or too little language to assess.) | Basic position present, but reasoning is minimal, overly simplistic, or vague.           | Clearly states agreement/disagreement and provides structured, relevant reasoning. | Addresses the statement directly with a clear, consistent position supported by relevant reasons and examples throughout.    | / 5                |
| <b>2. Organization &amp; Linear Sequence</b> | Lacks clear structure; ideas are random and paragraphing is absent or faulty.                                                                | Basic linear sequence, though transitions between ideas may be mechanical or repetitive. | Clear linear sequence with logical organization and appropriate paragraphing.      | Clear, well-controlled structure with effective paragraphing; ideas follow one another logically and transitions are varied. | / 5                |
| <b>3. Vocabulary &amp; Register</b>          | Impoverished vocabulary; repetitive terms and frequent inappropriate word choices.                                                           | Limited vocabulary range restricted mostly to basic high-frequency terms.                | Appropriate lexical range and register control suitable for a short opinion essay. | Good range of everyday and topic-related vocabulary used accurately; register is consistently                                | / 5                |

| Assessment Criterion                         | 0–1 (Basic)                                                      | 2–3 (Satisfactory)                                                                 | 4 (Good / Competent)                                                            | 5 (Proficient)                                                                                                              | Score (0–5) |
|----------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------|
|                                              |                                                                  |                                                                                    |                                                                                 | appropriate for a short opinion essay.                                                                                      |             |
| <b>4. Grammatical Accuracy &amp; Control</b> | Pervasive grammatical errors that severely impede comprehension. | Frequent errors in core structures that occasionally cause ambiguity or confusion. | Solid control of intermediate structures with only minor, non-systematic slips. | Consistent control of simple structures and some complex structures; errors are occasional and do not affect understanding. | / 5         |
| <b>Total for B1+ Task</b>                    |                                                                  |                                                                                    |                                                                                 |                                                                                                                             | / 20        |

### MARKING RECORD – SECTION 2 (WRITTEN PRODUCTION)

Candidate No: \_\_\_\_\_ Date: \_\_\_\_\_

A2 task (answer key, not rubric-scored): \_\_\_\_\_ / 5

B1 task (single rater): \_\_\_\_\_ / 5

B1+ essay — Rater 1: \_\_\_\_\_ / 20 Rater 2: \_\_\_\_\_ / 20

Difference between the two B1+ ratings: \_\_\_\_\_ points. A third rater is required when the difference exceeds 3 points out of 20, or when the two ratings would place the candidate in different modules (the overall score crossing 34/35, 57/58 or 81/82). The final B1+ score is the mean of the two closest ratings. Third rater: \_\_\_\_\_ / 20. All scripts are rated anonymously (candidate number only).

SECTION 2 TOTAL: A2 \_\_\_\_\_ / 5 (answer key) + B1 \_\_\_\_\_ / 5 + B1+ \_\_\_\_\_ / 20 = \_\_\_\_\_ / 30. This score is carried forward and combined with the Section 1 score; the placement level is determined from the combined total against the cut-off table in the Placement Exam Policy, not from Section 2 alone.