

LEVEL 3 – MIRTERM EXAM

WRITING (0,50 MARKS)

Write an email in which you want to get to know your new college roommate.

Include:

- Opening sentences
- Ask your future roommate about his or her preferences and rules.
- Information about your preferences and rules.
- Closing sentences.
- **Words: 80-100**



B1 Writing Rubric

Name: _____ Class: _____ Date: _____



Criteria	Excellent (5 pts)	Good (4 pts)	Satisfactory (3 pts)	Limited (2 pts)	Poor (1 pt)
<i>Task Achievement</i> (Content, Relevance, Purpose)	Writes all parts of the task; ideas are relevant, clear, and well developed.	Writes most parts of the task with clear ideas; some minor irrelevance or missing details.	Writes some parts of the task but ideas may be repetitive, limited, or partly unclear.	Writes little with unclear ideas; important parts are missing.	Content has no connection with the task; mostly irrelevant or incomplete writing.
<i>Coherence & Cohesion</i> (Organization, Linking, Paragraphing)	Well-organized with logical progression; effective use of connectors; clear paragraphing.	Generally organized; connectors used, though occasionally repetitive or mechanical.	Some organization; limited use of linking devices; ideas not always logically connected.	Poorly organized; connectors rarely used or misused; difficult to follow.	Very few ideas and sentences are coherent and organized/ideas disconnected.
<i>Range of Language</i> (Vocabulary & Structures)	Good variety of vocabulary and grammar; attempts more complex structures with some success.	Adequate range of vocabulary and grammar; some errors but meaning clear.	Limited range; relies on basic vocabulary and grammar; frequent repetition.	Very restricted range; many errors limit expression.	Minimal vocabulary and grammar; cannot express ideas adequately.
<i>Accuracy</i> (Grammar, Spelling, Word Form)	Few errors, none that impede meaning.	Some errors, but the message remains clear.	Frequent errors, occasionally obscure meaning.	Many errors, often obscure meaning.	Persistent errors make text very difficult to understand.
<i>Register & Appropriacy</i> (Style, Audience Awareness)	Consistently appropriate tone/register for the task (formal/informal as required).	Mostly appropriate; minor lapses in tone or style.	Some awareness of register, but inconsistent.	Limited awareness of audience or register.	Inappropriate register throughout.

Only whole points are to be given; no decimals.

Teachers' signature

Student's signature

Score: _____ / 25 pts.