REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

EMPRESA PÚBLICA "LA UEMPRENDE E.P."

LEVEL 3A – FINAL EXAM

Name: _____ **Date:** _____ **Course:** _____

Signature: _____ **Score:** _____

WRITING (0,50 MARKS)

Write a scary story about when you were a child. Give details.

Include:

- Expressions to describe when the story happened in general. For example, ***When I was…. It was cold…***
- Expressions to say when particular events happened. For example, ***An hour later, Before…***
- Expressions to describe a scene. For example, ***It was totally dark…***

Words: 80-100

LIVEWORKSHEETS

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B1 Writing Rubric

Name: _____ **Class**: _____ **Date**: _____

Criteria	Excellent (5 pts)	Good (4 pts)	Satisfactory (3 pts)	Limited (2 pts)	Poor (1 pt)
Task Achievement (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.
Coherence & Cohesion (Organization, Linking, Paraagraphing)	Well-organized with logical progression; effective use of connectors; clear paraagraphing.	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.
Range of Language (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.
Accuracy (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.
Register & Appropriacy (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.

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B1 Speaking Rubric

Name: _____ **Level**: _____ **Date**: _____

Category	5 – Strong B1	4 – Clear B1	3 – Emerging B1 / Borderline A2-B1	2 – Below B1	1 – Far Below B1
Range (Vocabulary & Structures)	Uses a wide range of vocabulary to describe experiences, plans, and opinions. Connects ideas naturally with varied structures.	Uses adequate vocabulary to describe familiar topics; attempts some complex structures with few errors.	Limited range; mostly simple vocabulary and grammar. Errors often cause slight confusion.	Restricted vocabulary; relies on memorized phrases. Frequent grammatical errors obscure meaning.	Extremely limited vocabulary and grammar; meaning generally unclear.
Accuracy (Grammar & Control)	Maintains good control of simple and some complex forms; errors are minor and do not affect meaning.	Reasonable control of simple forms; errors appear with more complex grammar but message remains clear.	Frequent errors with both simple and complex forms, though basic meaning usually conveyed.	Errors frequent and often distort meaning; little control of structure.	Cannot produce intelligible or accurate sentences.
Fluency	Speaks smoothly with minimal hesitation; natural pauses for planning.	Generally fluent; occasional hesitation but ideas clearly communicated.	Some hesitation; speech flow uneven, sometimes affects communication.	Very hesitant; pauses often break message flow.	Speech fragmented or minimal; communication nearly impossible.
Interaction	Initiates, maintains, and closes conversation effectively. Uses clarification, repair, and turn-taking strategies naturally.	Responds and maintains conversation; uses some strategies to repair or clarify when needed.	Participates in short exchanges; limited initiation and support.	Minimal ability to interact; relies on partner to sustain talk.	Unable to interact beyond yes/no or single-word answers.
Pronunciation & Intelligibility	Clear and natural pronunciation with appropriate stress, rhythm, and intonation. Easily understood by any listener.	Mostly clear and understandable; occasional lapses but meaning not affected.	Generally clear but sometimes hard to understand due to L1 influence or unclear sounds.	Often unclear; listener needs effort to understand.	Mostly unintelligible; listener cannot follow.

Only whole points are to be given; no decimals.

_____ Teachers' signature

_____ Student's signature

Score: _____ / 25 pts.

LIVEWORKSHEETS