

Level 3: Mid-Course Test A

Writing Test Version 2: Answer Key

Part 1

1. D
2. A
3. C
4. B
5. B
6. A
7. D
8. C
9. B
10. B

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Parts 2 and 3: Assessment criteria

		Mark
Task Completion Have students fully addressed all parts of the task? Have students presented a fully developed position in answer to the question with relevant, fully extended, and well supported ideas?	The content barely relates to the task.	1
	The response partially addresses the requirements of the task.	2
	The response generally addresses the requirements of the task.	3
	The response addresses the requirements of the task well.	4
	The response addresses the requirements of the task excellently.	5
Lexical Range and Accuracy Have students got enough vocabulary to express their ideas clearly? Is the vocabulary used to express ideas correct?	The resource is extremely limited; there are numerous lexical errors often affecting meaning – there is essentially no control of word formation and/or spelling.	1
	The resource is limited to basic vocabulary which is used repetitively, and may be inappropriate to the task; there is limited control of word formation and/or spelling.	2
	The resource is adequate but repetitive; there are lexical errors but meaning is barely affected.	3
	The resource enables the student to complete the task well; there are few lexical errors and meaning is not affected.	4
	The resource enables the student to complete the task accurately; lexical errors are rare and meaning is not affected.	5
Grammatical Range and Accuracy Have students used a relevant range of grammatical forms to express ideas, convey their opinions, and describe data? Have students used grammatical forms accurately?	The range of sentence structures is limited to memorized phrases, with little cohesion.	1
	The range of sentence structures used is extremely limited, and numerous grammatical errors often affect meaning.	2
	The range of sentence structures is adequate; there are grammatical errors but meaning is barely affected.	3
	Complex and basic sentence structures are attempted; there are few grammatical errors and meaning is not affected.	4
	A variety of complex and basic sentence structures is used well; grammatical errors are rare and meaning is not affected.	5

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Structure Have students used formal language consistently, connected ideas appropriately, included key information, logically organized paragraphs, and supported arguments convincingly?	There is little control of organizational features. There is a limited range of cohesive devices, and those used do not indicate logical relationships between ideas.	1
	Some information is arranged coherently but the response lacks progression. There are some basic cohesive devices, but these may be inaccurate or repetitive.	2
	Information is arranged coherently with clear progression. Cohesive devices are used effectively, but connections may not always be appropriate or clear.	3
	The response sequences information and ideas and there is clear progression throughout.	4
	The response skilfully manages paragraphing. Cohesive devices are used in such a way that it attracts no attention.	5