

Presentation Writing: Persuasive Essay

5: STRONG performance in Presentation Writing

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources’ viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of the essay
- Presents and defends the student’s own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentation Writing

- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources’ viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the essay
- Presents and defends the student’s own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

3: FAIR performance in Presentation Writing

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources’ viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student’s own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Uses strings of mostly simple sentences, with a few compound sentences

2: WEAK performance in Presentation Writing

- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources’ viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support the essay
- Presents, or at least suggests, the student’s own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Uses strings of simple sentences and phrases

1: POOR performance in Presentation Writing

- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources’ viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student’s own viewpoint on the topic; argument is undeveloped or incoherent
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Presentation Writing

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “I don’t know,” “I don’t understand” or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)