

BASIC COMMUNICATION CERTIFICATE IN ENGLISH (BCCE™)
WRITING SECTION: SCORING RUBRICS

| | Task Completion | Organization | Linguistic Resources |
|--|---|---|--|
| FOCUS | <ul style="list-style-type: none"> • Relevance to the task • Elaboration • Style & format | Text organization: <ul style="list-style-type: none"> • Coherence • Cohesion | Complexity & accuracy of: <ul style="list-style-type: none"> • Grammar & syntax • Vocabulary |
| <p>5 HIGH PASS</p> <p>Effective Writing</p> | <p>Completes the task fully and relevantly, using all the prompts provided.</p> <p>Covers all aspects of the topic effectively.</p> | <p>Text is coherent.</p> <p>Consistently uses simple cohesive devices in an effective manner.</p> | <p>Consistently uses a wide range of linguistic forms and structures effectively, even in less routine situations.</p> <p>Consistently maintains a good control of grammatical and syntactical accuracy and appropriate vocabulary.</p> <p>Minor errors may occur, especially in less routine situations.</p> |
| <p>4 PASS</p> <p>Good Writing</p> | <p>Develops the topic mostly relevantly, using all the prompts provided.</p> <p>Covers most aspects of the topic effectively.</p> | <p>Text is mostly coherent.</p> <p>Mostly uses some simple cohesive devices effectively.</p> | <p>Uses some variety of structures and displays sufficient lexical range, even in less routine situations.</p> <p>Mostly maintains a fairly high degree of grammatical and syntactical accuracy and mostly chooses appropriate vocabulary.</p> <p>Some errors may occur in more complex structures, but mostly do not impede communication.</p> |
| <p>3 LOW PASS</p> <p>Satisfactory Writing</p> | <p>Develops the topic satisfactorily, using most of the prompts provided.</p> <p>Covers some aspects of the topic more effectively than others.</p> | <p>Text is satisfactorily coherent.</p> <p>Simple cohesive devices are often used effectively, especially within sentences.</p> | <p>Often uses some variety of structures and displays sufficient lexical range to accomplish the task satisfactorily.</p> <p>Maintains a satisfactory degree of grammatical and syntactical accuracy and often chooses appropriate vocabulary.</p> <p>Errors may occur in simple and more complex structures, but rarely impede communication.</p> |
| <p>2 NARROW FAIL</p> <p>Limited Writing</p> | <p>Often does not develop the topic satisfactorily.</p> <p>Some ineffective use of the prompts or some misunderstanding of the task.</p> | <p>Lack of coherence may sometimes impede communication.</p> <p>Often uses a limited range of cohesive devices, which may often hinder the smooth flow of the text.</p> | <p>Often uses a limited variety of structures and displays a lack of lexical range.</p> <p>Errors occur in both simple and complex structures, which may often impede communication and some vocabulary may be inappropriately used.</p> |
| <p>1 FAIL</p> <p>Ineffective Writing</p> | <p>Mostly does not develop the topic satisfactorily.</p> <p>Mostly ineffective use of the prompts or misunderstanding of the task.</p> <p>No attempt at task.</p> | <p>Mostly incoherent writing.</p> <p>Use of cohesive devices is very limited or inappropriate and hinders the smooth flow of the text.</p> <p>No assessable language.</p> | <p>Mostly uses a very limited variety of structures and displays a lack of lexical range.</p> <p>Errors frequently occur in simple structures, frequently impeding communication, while vocabulary may frequently be inappropriately used.</p> <p>No assessable language.</p> |