

## Assessment Rubric for C1 Narrative-Descriptive Composition

| Criteria  | 5: Excellence (C1+)   | 4: Proficient (C1)   | 3: Competent (B2/C1)  | 2: Developing (B2)   | 1: not sufficient (B1)  |
|---|---|--|---|--|---|
| <b>1. Task Achievement: Narrative &amp; Descriptive Integration (points x5)</b> | <p>The text seamlessly integrates compelling narrative elements (plot, pacing, perspective) with vivid, purposeful descriptive language. Description enhances atmosphere and characterization, rather than merely decorating.</p> | <p>The text effectively balances narrative and descriptive elements. The story is coherent, and the description uses strong sensory detail, though the integration may occasionally be uneven.</p> | <p>Both narrative and descriptive elements are present and functional. The narrative sequence is clear, and descriptions are adequate, though they may be generic or list-like.</p> | <p>One element (either narrative or description) significantly overshadows the other, or the connection between them is weak. The text only partially fulfills the prompt.</p> | <p>The text fails to meet the requirements of a narrative-descriptive composition. It may be purely one or the other, or off-topic.</p> |

|  |   |   |  |  |  |
|--|---|---|--|--|--|
| <p><b>2. Grammatical Control: Coordination &amp; Subordination</b></p> | <p>Demonstrates mastery and stylistic flair in sentence structure. Employs a wide, sophisticated range of coordination and subordination to express precise logical relationships, nuances, and emphasis. Virtually error-free.</p> | <p>Demonstrates a consistent and effective use of complex sentences. Uses coordination (e.g., <i>not only...but also</i>, correlatives) and subordination (e.g., relative/adverbial clauses, participles) accurately. Minor slips are rare.</p> | <p>Uses a reliable mix of simple, compound, and complex sentences. Control of coordination is secure. Subordination is used, but may rely on common forms (e.g., <i>because, when, although</i>) with some errors when attempting more complex structures.</p> | <p>Relies heavily on simple and compound (FANBOYS) sentences. Attempts at subordination are often syntactically flawed, awkward, or imprecise, potentially impeding clarity.</p> | <p>Lacks sentence variety. Predominantly simple sentences. Frequent, basic errors in sentence boundaries (run-ons, fragments) and structure.</p> |
| <p><b>3. Lexical Resource: Vocabulary</b></p>                          | <p>Uses a wide, precise, and sophisticated C1-level vocabulary. Demonstrates skillful use of collocations,</p>  | <p>Uses a strong range of C1-level vocabulary appropriate for the topic. Word choice is precise and</p>   | <p>Uses appropriate B2/C1 vocabulary. Meaning is generally clear, but may lack precision or sophistication. Some repetition or reliance on more common,</p>  | <p>Vocabulary is limited and often general (B1/B2 level). Vague words (e.g., <i>good, bad, nice, thing</i>) are common. Errors in word choice may obscure meaning.</p>           | <p>Basic, repetitive vocabulary. Frequent errors in word form and choice severely impede comprehension.</p>                                      |

|   |   |  |  |   |   |
|---|---|--|--|---|---|
|   | <p>idiomatic language, and figurative language (metaphors, similes) naturally and effectively.</p>  | <p>conveys nuances. Occasional awkward word choice or minor errors in collocation do not impede meaning.</p>   | <p>less descriptive words.</p>   |   |   |
| <p><b>4. Coherence &amp; Cohesion</b></p> | <p>The text is exceptionally well-organized with logical, purposeful paragraphing. Uses a wide range of sophisticated cohesive devices (e.g., substitution, ellipsis, advanced linkers) flawlessly to create a unified, flowing text.</p> | <p>The text is clearly organized and easy to follow. Paragraphing is effective and logical. Good use of linking words, referencing (pronouns, determiners), and conjunctions to connect ideas.</p> | <p>Organization is generally clear, but may be formulaic. Paragraphs are mostly coherent but may be underdeveloped or poorly linked. Relies on basic cohesive devices (e.g., <i>First, Then, Finally</i>).</p> | <p>Organization is unclear in places. Paragraph structure may be weak or illogical. The connection of ideas is often confusing, or relies on simple repetition.</p> | <p>Lacks logical organization. The text is disjointed and difficult to follow. Paragraphs are absent or used illogically.</p> |

|  |   |   |  |   |   |
|--|---|---|--|---|---|
| <p><b>5. Mechanics:<br/>Spelling &amp;<br/>Punctuation</b></p> | <p>Demonstrates mastery of orthography and punctuation. Uses punctuation, including more complex forms (e.g., semi-colons, colons, dashes), not just for accuracy but for stylistic effect.</p> | <p>No significant errors in spelling or punctuation. May contain very rare, minor "slips of the pen" (e.g., a missed comma in a complex list) that do not detract from readability.</p> | <p>Some errors in spelling or punctuation (e.g., common comma splices, minor spelling issues) are present but do not impede comprehension.</p> | <p>Several noticeable errors in basic mechanics (e.g., capitalization, run-on sentences, frequent misspellings) that distract the reader.</p> | <p>Frequent errors in basic spelling and punctuation that significantly impede comprehension.</p> |
|--|---|---|--|---|---|

## Scoring Methodology and 10-Point Conversion

The scoring is a two-step process: (A) calculation of the weighted raw score, and (B) conversion of that raw score to the 10-point scale.

### A. Raw Score Calculation (out of 65)

First, the raw score is calculated by multiplying the score (1-5) for each criterion by its weighting factor.

Formula:

$(\text{Score C1} * 5) + (\text{Score C2} * 1) + (\text{Score C3} * 1) + (\text{Score C4} * 5) + (\text{Score C5} * 1) = \text{Total Score}$

- **Maximum Possible Score:**  $(5*5) + (5*1) + (5*1) + (5*5) + (5*1) = 65$  points.
- **Minimum Possible Score:**  $(1*5) + (1*1) + (1*1) + (1*5) + (1*1) = 13$  points.

### B. Final Grade Conversion (out of 10)

Second, the Total Score (out of 65) is normalized to a 10-point scale using a standard ratio.

Formula:

$\text{Final Score (out of 10)} = (\text{Total Score} / 65) * 10$

---

## Example Calculation

Let us assume a student receives the following scores on the 1-5 scale:

- C1 (Task): 4
- C2 (Grammar): 3
- C3 (Vocab): 4
- C4 (Coherence): 3

- C5 (Mechanics): 5

Step A (Raw Score):

$$(4 * 5) + (3 * 1) + (4 * 1) + (3 * 5) + (5 * 1)$$

$$= 20 + 3 + 4 + 15 + 5$$

$$= 47 \text{ (This is the Total Score out of 65)}$$

Step B (Conversion):

$$(47 / 65) * 10$$

$$= 0.723 * 10$$

$$= 7.23 \text{ (This is the Final Score out of 10)}$$

This weighting structure fundamentally alters the assessment's focus. It places an emphasis on the student's ability to fulfill the specific genre requirements (narrative-descriptive integration) and to structure their text in a logical, sophisticated manner (coherence and cohesion).

While the foundational linguistic elements—grammar (C2), vocabulary (C3), and mechanics (C5)—remain necessary components, their contribution to the final grade is proportionally diminished. This model aligns with a communicative, genre-based theory of assessment, prioritizing the text's overall structural integrity and communicative success over sentence-level accuracy.

The 10-point conversion formula provides a final, normalized grade that is portable and easily understood by both the student and the institution.

Now correct your texts!

Prof Marcello