



ENGLISH LANGUAGE  
COMPETENCE

Department of English / University of Vienna

# Rating Scale

## Common Final Test

Integrated Language & Study Skills

August 2020

## 1) Task Fulfilment

**5 points**

5 points	<p>All salient points contained in the prompt are cogently elaborated.</p> <p>The student</p> <ul style="list-style-type: none"> <li>• gives a well-founded personal opinion and presents a logically developed argument.</li> <li>• selects relevant data from various sources, integrating them into the overall argument to support his/her own points.</li> <li>• has fully grasped the contents of the sources and compares/contrasts/evaluates/challenges information/viewpoints.</li> </ul> <p>All formal text type requirements met (citation, paraphrase, etc.).</p>
4 points	<p>All salient points contained in the prompt are elaborated.</p> <p>The student</p> <ul style="list-style-type: none"> <li>• gives a well-founded personal opinion and presents a logically developed argument.</li> <li>• selects relevant data from various sources, integrating them into the overall argument to support his/her own points.</li> <li>• may have misunderstood some minor points in the sources.</li> </ul> <p>Formal text type requirements largely met (citation, paraphrase, etc.).</p>
3 points	<p>All salient points in the prompt are addressed.</p> <p>The student</p> <ul style="list-style-type: none"> <li>• is, to a fair degree, able to present an argument and give a personal opinion. However, the arguments and opinion are sometimes not sufficiently supported by evidence or examples.</li> <li>• relies heavily on sources rather than using them selectively or does not always integrate them effectively into his/her own argument.</li> <li>• has misunderstood/misrepresented some points in the sources but the reader would still get the correct general idea.</li> </ul> <p>Formal text type requirements partly met (citation, paraphrase, etc.).</p>
2 points	<p>Not all salient points in the prompt are addressed (e.g. reference to only one graph, central aspect of the prompt ignored).</p> <p>The student</p> <ul style="list-style-type: none"> <li>• presents arguments; however, supporting evidence and examples are either missing or of questionable relevance. OR ... does not clearly state his/her opinion. AND/OR ... merely lists points from the sources or tries to integrate all sources without critical reflection.</li> <li>• has misunderstood/misrepresented some points in the sources so that the reader would get a wrong impression.</li> </ul> <p>Formal text type requirements not met.</p>
1 point	<p>The student has misunderstood the task.</p> <p>The student</p> <ul style="list-style-type: none"> <li>• presents a limited number and range of arguments, which are not supported by evidence or examples. OR ... there are major inconsistencies in logical argumentation.</li> <li>• does not refer to the sources provided in the prompt or has misunderstood/misrepresented key points from the sources.</li> </ul>
0 points	<p>The student has completely misunderstood the task.</p>

## 2) Organisation

**5 points**

5 points	<p>The text is organised into paragraphs with clear topic sentences and the text can be seen to be structured into introduction, main body and conclusion. There is a clear thesis statement.</p> <p>A variety of linking devices is used between paragraphs. Logical relations between sentences and overall method of development (e.g. result, cause &amp; effect, comparison, etc.) are indicated by the appropriate use of lexis, pronouns, conjunctions and discourse markers.</p>
4 points	<p>The text is organised into paragraphs and structured into introduction, main body and conclusion. The topic of a paragraph is obvious to the reader by the use of a clear topic sentence and subsequent development of the main idea.</p> <p>An appropriate range of linking and cohesive devices is used. There are occasional problems with pronoun reference.</p>
3 points	<p>The text is organised into paragraphs and structured into introduction, main body and conclusion. There is some internal organisation within these paragraphs.</p> <p>There is a thesis statement, but it is not entirely successful/clear.</p> <p>There is some use of cohesive devices. There are problems with pronoun reference.</p>
2 points	<p>The text is organised into paragraphs on the surface level (layout).</p> <p>Unsuccessful introduction (e.g. no thesis statement, main focus not addressed, random selection of details from sources, etc.) and/or conclusion (e.g. introduction of new ideas, no relation to body paragraphs, etc.).</p> <p>Illogical use of linking devices and pronouns.</p>
1 point	<p>The text is not organised into paragraphs and there is no introduction and/or conclusion. The textual development is difficult to follow. There is little or no use of cohesive devices beyond “and/but”.</p>
0 points	<p>There is no apparent structure.</p>

## 3) Linguistic Accuracy

**5 points**

5 points	<p>The text is virtually free of errors.</p>
4 points	<p>The text consistently maintains a high degree of accuracy, with only occasional slips.</p>
3 points	<p>The text shows a relatively high degree of linguistic control. There are some mistakes, which do not cause misunderstanding.</p>
2 points	<p>Several linguistic choices are not satisfactory for the task. Some of these may impede understanding or strain readers, forcing them to pause.</p>
1 point	<p>There are frequent/repeated inaccuracies in the text which may impede understanding of certain passages.</p>
0 points	<p>There are basic and consistent patterns of error in the text. The student has a very poor grasp of the language required for the task.</p>

#### 4) Linguistic Range

**5 points**

5 points	<ul style="list-style-type: none"> <li>The student demonstrates a very broad range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity.</li> <li>The student can paraphrase effectively and convey finer shades of meaning (e.g. by using a wide range of qualifying devices), and shows awareness of connotative levels of meaning.</li> <li>The text is consistently appropriate in style and register.</li> </ul>
4 points	<ul style="list-style-type: none"> <li>The student has a good command of a broad range of language as required for the task. There are no signs of the student having to restrict what he/she wants to say.</li> <li>The student can paraphrase effectively and qualify arguments in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc.</li> <li>The text is appropriate in style and register, with only isolated minor slips.</li> </ul>
3 points	<ul style="list-style-type: none"> <li>The student uses a sufficient range of language required for the task.</li> <li>Little use of paraphrasing leads to some repetition.</li> <li>The text is generally appropriate in style and register, with a few deviations.</li> </ul>
2 points	<ul style="list-style-type: none"> <li>The student uses a limited range of language, resulting in some imprecision.</li> <li>Absence of paraphrasing leads to frequent repetition.</li> <li>Parts of the text are inappropriate in style and register.</li> </ul>
1 point	<ul style="list-style-type: none"> <li>The student has a very narrow range of language at his/her disposal, which makes it difficult for him/her to formulate clear arguments.</li> <li>The text relies heavily on repetition.</li> <li>The text is inappropriate in style and register.</li> </ul>
0 points	<ul style="list-style-type: none"> <li>The text shows clear signs of restrictions, and the student cannot use language effectively in an academic context.</li> </ul>

#### 5) Punctuation

**2 points**

2 points	The student uses a range of punctuation marks accurately and effectively to convey finer shades of meaning.
1 point	The student has a solid grasp of the most common conventions in punctuation with minor inaccuracies.
0 points	The student has a poor grasp of the conventions in punctuation.

## 6) Spelling **2 points**

2 points	The spelling is completely accurate (possible 2 slips).
1 point	The text shows some inaccuracies in spelling (possible 3 – 6 slips).
0 points	There are many spelling inaccuracies in the text (more than 6 errors).

## 7) Length **1 point**

1 point	Length appropriate (300 – 400 words)
0 points	0 – 299 or > 400 words

## TOTAL SCORE

25	100%	Sehr gut (1)
24	96%	
23	92%	
22	88%	Gut (2)
21	84%	
20	80%	
19	76%	Befriedigend (3)
18	72%	
17	68%	Genügend (4)
16	64%	
15	60%	
14	56%	Nicht genügend (5)
13	52%	
12	48%	
11	44%	
10	40%	
9	36%	
8	32%	
7	28%	
6	24%	
...	...	