

Maturita in English; Assessment of writing part 1 (140-190 words)				
B1-2	Content	Communicative achievement	Organisation	Language
5	All content is relevant to the task. The target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward and complex ideas. B2(3)	The text is generally well-organised and coherent, using a variety of linking words and a cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Minor irrelevances and/ or omissions may be present. The target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. B1(5)	Text is mostly well-organised and coherent, using a variety of linking words and some cohesive devices.	Uses a range of everyday vocabulary mostly appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with mostly a good degree of control. Errors rarely impede communication.
3	Some irrelevances and/ or omissions may be present. The target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. B1(3), B2(1), A2(5)	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Irrelevances and misinterpretations of the task may be present. The target reader is still in some way informed.	Uses the conventions of the communicative task to communicate ideas generally in simple ways.	Text is connected using basic linking, high-frequency words and a limited number of cohesive devices. The coherence is minimal, but present.	Uses basic vocabulary reasonably appropriately, while often overusing certain lexis. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
1	Irrelevances and misinterpretations of the task may be present. The target reader is minimally informed.	Produces text that communicates simple ideas in simple ways. B1(1)	Text is connected using basic, high-frequency linking words. Text is mostly incoherent.	Uses basic vocabulary mostly inappropriately, while often overusing certain lexis. Uses simple grammatical forms with minimum degree of control. Errors may impede meaning.
0	The Content is totally irrelevant. The target reader is not informed.	<i>Performance below Band 1.</i>		

Maturita in English; Assessment of writing part 2 (70-90 words)				
B1-2	Content	Communicative achievement	Organisation	Language
5	All content is relevant to the task. The target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	The text is exceptionally/generally well-organised and linked, avoiding repetitive use of cohesive devices and linking expressions.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of grammatical forms appropriate to the type of writing with a good degree of control. Errors do not impede communication.
4	Minor irrelevances and/or omissions may be present. The target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	The text is mostly well-organised and linked, with occasional repetition in the use of cohesive devices and linking expressions.	Uses a range of everyday vocabulary mostly appropriately, with occasional inappropriate use of less common lexis. Uses a range of grammatical forms appropriate to the type of writing with mostly a good degree of control. Errors rarely impede communication.
3	Some irrelevances and/or omissions may be present. The target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	The text is fairly well-organised and linked. Although some repetition in the use of cohesive devices and linking expressions is present, the overall text remains consistent.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Irrelevances and misinterpretations of the task may be present. The target reader is still in some way informed.	Uses the conventions of the communicative task to communicate ideas generally in simple ways.	The text shows some organization and linking, but there is frequent repetition and inconsistent use of cohesive devices and linking expressions.	Uses basic vocabulary reasonably appropriately, while often overusing certain lexis. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
1	Irrelevances and misinterpretations of the task may be present. The target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	The text lacks clear organization and linking, with excessive repetition and limited use of cohesive devices and linking expressions.	Uses basic vocabulary mostly inappropriately, while often overusing certain lexis. Uses simple grammatical forms with minimum degree of control. Errors may impede meaning.
0	The Content is totally irrelevant. The target reader is not informed.	Performance below Band 1.		

<i>Assessment scale for Writing 1</i>		
<i>Score:</i>	<i>Mark</i>	<i>Percentage</i>
20-17	1	100-85%
16-14	2	80-70%
13-11	3	65-55%
10-8	4	50-40%
7-0	5	35-0%

<i>Assessment scale for Writing 2</i>		
<i>Score:</i>	<i>Mark</i>	<i>Percentage</i>
15-13	1	100-87%
12-11	2	80-73%
10 - 8	3	67-53%
7 - 6	4	46-40%
5 - 0	5	33-0%

Overall assesment: **60%** of the final grade for **Writing 1** and **40%** for **Writing 2**. The total **minimum word count for both parts combined** is **200 words**. If this requirement is not meet, the work will not be assessed, as it fails to meet exam standards.

Word count penalties for W1 (140-190 words)

1. Under the Word Limit

- **Less than 140–120 words:** minus 1 point for *Content*, *Communication Achievement*, *Organization*, and *Language* each.
- **Less than 120–100 words:** minus 2 points for each of the above criteria.
- **Less than 100 words:** 0 points overall.

2. Over the Word Limit

- **More than 210–260 words:** minus 1 point for *Content* and *Communication Achievement* each.
- **More than 260–300 words:** minus 2 points for *Content* and *Communication Achievement* each, minus 1 point for *Organization*.
- **More than 300 words:** 0 points overall.

Word count penalties for W2 (70-90 words)

1. Under the Word Limit

- **Less than 70–60 words:** minus 1 point for *Content*, *Communication Achievement*, *Organization*, and *Language* each.
- **Less than 60–50 words:** minus 2 points for each of the above criteria.
- **Less than 50 words:** 0 points overall.

2. Over the Word Limit

- **More than 95–110 words:** minus 1 point for *Content*, *Communication Achievement*, and *Organization* each.
- **More than 110–130 words:** minus 2 points for *Content*, *Communication Achievement*, and *Organization* each.
- **Over 130 words:** 0 points overall.