

WINTER 2025 – GENERAL GUIDELINES FOR MARKING THE MODULES

How to read the answer key

1. The word **OR** separates different acceptable answers. Various options within versions of the same acceptable answer are marked by slashes.
2. In answers requiring sentence completions, words or phrases from the stem are provided in the answer key in **bold** letters in [square brackets].

General comments on tasks requiring written answers

1. Accept other phrasings and answers than those given in the answer key provided that they make sense and are grounded in the text.
2. When the requirement is to complete an ANSWER, accept if a student writes more than one sentence. Judge the added information on merit.
3. In ALL the following cases, give ZERO:
 - The answer is incorrect (more than 50% wrong).
 - Anything which constitutes a wrong answer (including answers such as "Hi" or "I don't know", or that are not in English).
 - The student hasn't written ANY ANSWER at all.
 - If a student uses three dots, and the required information is MISSING.
 - The answer is crossed out.
4. In the case of **SHEMA notebooks**
 - Exemption from mechanics is automatic. Therefore, no points are deducted for spelling, punctuation, and anything else considered "mechanics" in the rubric.
 - F and G have no special accommodations other than mechanics.
 - Writing task for Module C:
Schools will provide SHEMA students with an alternative writing task of 35–40 words. The alternative task will be provided on a sheet of paper separate from the Bagrut notebook, and students who choose to do this task will write it on a separate sheet of paper as well. So if markers of a SHEMA exam find that the student left the Bagrut writing task blank, they must check whether additional pages are attached to the notebook, with an alternative writing task written by the student.

Deduction for length – Alternative Writing Task Module C (required length: 35–40 words)

# of words	31–34	26–30	21–25	16–20	11–15	Fewer than 11
# points of	1	3	6	10	15	30

5. The only Test Accommodations allowed are the ones specified in the tab on the SHILUVIT! Disregard stickers/handwritten accommodations.

WRITTEN RECEPTION

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Deduct first for content errors. Wrong answer = 0 pts, regardless of language.

Deduction for content – open ended questions

1. For giving more answers than required:

- In questions worth 5–7 pts per item, deduct 1 point total for additional answer(s)
- In questions worth 8–10 pts per item, deduct 2 points total.

Example: In a 2–item question worth 16 points (2x8), the student gave a wrong answer in one item and two correct answers in the other. Deduct 8 pts for the wrong answer and another 2 pts for giving more answers than required. The final grade for the question will be: $16 - 8 - 2 = 6$ pts.

Deduct for grammar and mechanics errors in the additional answers as well.

NOTE: Do NOT deduct if a student gives the required number of answers in the same item and leaves the other item empty.

2. For adding irrelevant information in same item (assuming that the additional information does not make the answer wrong):

- In questions worth 5–7 pts per item, deduct 1 pt per item.
- In questions worth 8–10 pts per item, deduct 2 pts per item.

Make the deduction in each item where the problem occurs.

Example: A student adds irrelevant information in both items of a two–item question worth 5+8 pts total.

Assuming the answers are correct, the final grade for the question will be $(5 - 1) + (8 - 2) = 10$ pts total.

NOTE: Do NOT deduct if the additional info is not strictly necessary but IS relevant.

3. For partially incorrect answers and / or missing information in same item (assuming the answer is basically correct) – deduct as follows but no more than 50% of the points allotted per item:

- In questions worth 5–7 pts per item, deduct 1–3 pts according to severity of error
- In questions worth 8–10 pts per item, deduct 2–5 pts according to severity of error

The restriction of the deduction for missing or incorrect content to 50% of the allotted points per item applies

ONLY when the answers are basically CORRECT.

For ignoring the stem in questions requiring sentence completion

- If the student started a new sentence, deduct 50% of the points allotted for the item. Those 50% are deducted for grammar and mechanics, so make no further deduction for grammar and/or mechanics in the item. Additional deductions can be made for CONTENT errors.
- If the student did not start a new sentence, consider it a grammar error and deduct accordingly. For a completion to be considered a new sentence, it must have a subject–verb structure. If there is no such structure, the error is to be considered grammatical.

Example 1:

How might you keep busy when standing in line?

By _____ .

Correct answer: calling a friend

New sentence: (Maybe / maybe) You / you call a friend

Grammar error: call a friend

Example 2:

Question: What were Luis' wonderful opportunities?

Luis was able to _____ .

Correct answer: go on to study at a top American university

New sentence: He / he went on to study...

Grammar error: went on to study...

Deductions for errors that do NOT affect content

- Errors in grammar and mechanics (spelling, punctuation, capitalization) and ignoring the stem in answers requiring sentence completions: all the deductions for these categories must not exceed 50% of the total number of points allotted per item. In questions with an uneven number of points, deduct the number of points closest to but not exceeding 50%. Eg in a 9-pt question, deduct 4 pts max.
- If a single word in modules F and G contains both a grammar and a spelling error, deduct for grammar only.
- No deduction for spelling, punctuation or capitalization except in modules F and G.
- For a serious grammar error or for several grammar errors in one answer, deduct no more than the maximum deduction for grammar.
- Misuse of apostrophes is divided into two categories:
 - Abbreviations (eg 'hasnt') are considered spelling errors.
 - Possessives (eg 'the students answer is correct') are considered grammar errors.
- The same deduction system applies to each item in questions with more than one item. Example: a question in module G has 2 items worth 8 pts each, and there's a spelling error in one item and a grammar + spelling error in the other. The total deduction will be $1 + (2[\text{or } 3] + 1) = 4$ [or 5] pts off.
- In a two-itemed question, if a student has an identical grammar error in both items, deduct for that error ONLY ONCE. In such cases, the deduction should be the maximum number of points for grammar.

For grammar and mechanics errors that result in content errors

In the following cases, deduction should be made for content rather than for grammar and mechanics:

- The answer contains errors that can be seen as grammar errors, but they affect content (eg wrong tense, pronoun, or preposition).
- The answer contains spelling errors that affect content (eg 'live' instead of 'leave').
- The answer contains punctuation errors that affect content. For example:

Text: Tom had to go to the shop to buy bread.

Question: What are we told about Tom?

We are told why he _____.

Correct answer 1: had to go to the shop

Correct answer 2: had to go to the shop; to buy bread

(Note that the additional info – the correctly punctuated explanation of why Tom had to go to the shop – is not necessary but IS relevant. So there should be no deduction for the additional info.)

Incorrect answer: had to go to the shop to buy bread

(We are not told why he had to go to the shop to buy bread.)

Deduction for content – multiple-choice questions

Sum up the correct answers according to the question requirements, and then deduct the additional answers from the maximum total for the question. For example, if a multiple-choice question requires two answers worth 6 pts each (12 pts max), and a student gives 3 answers (2+1) including the two correct ones, the final grade will be $(2 \times 6) - (1 \times 6) = 6$ pts; if only one of the answers is correct, the final grade will be $(2 \times 6) - (2 \times 6) = 0$.

If the student was required to give one answer (6 pts max) and gave 2 answers, the grade will always be ZERO: $(1 \times 6) - (1 \times 6) = 0$.

WRITTEN PRODUCTION

(WRITTEN PRESENTATION) (Modules C, D, F, G)

See the marking guidelines on the following pages. The guidelines can also be found at:

http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Bagrut/WritingRubrics.htm

With any question please turn to:
EXAMINERS' BLOG: <http://tinyurl.com/begxhrm>

MARKING CATEGORIES – KEY AND SUMMARY

Open questions – Marking for Content

C1 = more answers than required

C2 = adding irrelevant information

C3 = basically correct answer with missing information

C4 = basically correct answer with some incorrect information

C5 = additional information that is not necessary but is NOT irrelevant (NO deduction)

Open questions – deduction for content – summary

	Items worth 5–7 pts	Items worth 8–10 pts	Comments
C1	1 pt off <u>total</u>	2 pt off <u>total</u>	Deduction is for whole question, NOT per item.
C2	1 pt off	2 pt off	Deduction is per <u>item</u> .
C3 AND C4	1–3 pt per item according to severity	2–5 pts per item according to severity	If the answer is basically correct (at least half right), deduct up to 50% of all pts. If the answer is more wrong than right, give zero even if it contains correct words or phrases.
C5	No deduction	No deduction	

Open questions – Marking for Grammar and Mechanics

- Grammar and mechanics errors that affect content should be marked as content errors.
- Total deductions per question for grammar and mechanics errors that do not affect content must not exceed 50% of all the points allotted an item.

Item worth — points	A	B	C	D	E	F + G	
	G	G	G	G	G	G	Mechanics
5		1	1	1	1	1	1
6		1	1	1–2	1–2	1–2	1
7		1	1	1–2	1–2	1–2	1
8		1	1–2	1–2	2–3	2–3	1
9		1	1–2	1–2	2–3	2–3	1
10		1	1–2	2–3	2–3	2–3	1

NOTE:

- Deductions for Content, Grammar and Mechanics are accumulative – in other words, if a student has errors in more than one category, deduct accordingly.
- The full answer on same blank should be checked as a single, whole unit: errors in a clause or a sentence that is considered irrelevant info or an additional answer should be penalized as well.



MODULE G internal (16582), MODULES F(16584) & G (16582)external - WRITING RUBRIC – as of Winter 2020

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	<ul style="list-style-type: none"> fully on topic fully developed (main idea and supporting details) all elements of task are addressed information is relevant content is understood task is well organized and coherent 	<ul style="list-style-type: none"> partially on topic partially developed (main idea or supporting details) partially addresses elements of task information is partially relevant content is partially understood task is partially organized and coherent 	<ul style="list-style-type: none"> minimally on topic minimally developed (main idea or supporting details) minimally addresses elements of task information is minimally relevant content is minimally understood task is minimally organized and coherent 	<ul style="list-style-type: none"> not on topic not developed (main idea or supporting details) elements are not addressed * information is not relevant * content is not understood task is not organized and not coherent <p>* due to misunderstanding</p>
8	8	5	2	0
VOCABULARY	<ul style="list-style-type: none"> correct use of varied and rich vocabulary appropriate use of instances of language chunks and phrases correct use of connecting words or phrases use of appropriate register 	<ul style="list-style-type: none"> correct use of basic, appropriate vocabulary partially appropriate use of instances of chunks and phrases. partial and correct use of connecting words or phrases occasional use of inappropriate register 	<ul style="list-style-type: none"> minimally correct use of basic, appropriate vocabulary minimally appropriate instances of chunks and phrases. minimal use of connecting words or phrases consistent use of inappropriate register 	<ul style="list-style-type: none"> incorrect use of words inappropriate use of chunks and phrases no use of connecting words or phrases consistent use of inappropriate register
10	10	6	3	0
LANGUAGE USE	<ul style="list-style-type: none"> correct use of basic tenses and/or language structures correct use of advanced language structures correct word order correct use of parts of speech, pronouns and prepositions 	<ul style="list-style-type: none"> correct use of basic tenses and/or language structures incorrect or no use of advanced language structures occasional instances of incorrect word order occasional incorrect use of parts of speech, pronouns & prepositions 	<ul style="list-style-type: none"> minimally correct use of basic tenses and/or language structures incorrect or no use of advanced language structures minimally correct word order minimally correct use of parts of speech, pronouns and prepositions 	<ul style="list-style-type: none"> Incorrect use of basic tenses and/or language structures incorrect or no use of advanced language structures incorrect word order incorrect use of parts of speech, pronouns and prepositions
16	16	10	5	0
MECHANICS	<p>correct use of:</p> <ul style="list-style-type: none"> spelling punctuation capitalization paragraphing <p>no run-on sentences</p>	<p>partially correct use of:</p> <ul style="list-style-type: none"> spelling punctuation capitalization paragraphing <p>some run-on sentences</p>	<p>minimally correct use of:</p> <ul style="list-style-type: none"> spelling punctuation capitalization paragraphing <p>frequent run-on sentences</p>	<p>Incorrect use of:</p> <ul style="list-style-type: none"> spelling punctuation capitalization paragraphing <p>consistent use of run-on sentences</p>
6	6	4	2	0

(Question = 40 points)



State of Israel
Ministry of Education
Pedagogical Secretariat
Language Department
English Language Education

GENERAL COMMENTS:

1. Markers can give in-between grades e.g. 7 pts.
2. In cases when the topic of the reading passage (unseen) and writing task are similar and student copies from the text:
 - If the writing task has been copied in its entirety from the reading passage – zero for the entire task.
 - If substantial parts have been copied from the reading passage, in the word count, count only the parts written in the student's own language. Count the words not copied from the text and deduct according to the table of deduction for length. However, the use of individual vocabulary items from the unseen passage is acceptable.
3. An entire composition will receive a zero when any of these criteria occur:
 - there are fewer than 50 words
 - the piece is totally unrelated to the topic
 - the content cannot be understood at all
 - the composition has been copied from the Internet (In this case a *chashad* (חשד) will be reported with the address of the Internet site.)
4. Do not include the following words when doing the word-count:
 - letter elements (e.g. date, Dear X, Yours/Love and kisses, signature).
 - when the student copies the instruction sentence word for word. (When the student incorporates the instruction sentence correctly by changing pronouns and making other adjustments, it is acceptable and should be counted as part of the task.)
 - substantial parts are copied word for word from the reading passage.
 - a title (Note that students are not required to write a title.)
5. When making deductions for length, first evaluate the task on merit as if it were the right length. Then, make the deduction, starting with the Content criterion and if necessary, continuing to the additional criteria.
6. Deduction for length for Module G Internal and External (task required: 120 -140 words).

# of words	110-119	100-109	90-99	80-89	70-79	60-69	59-50	Fewer than 50
# points off	2	4	8	12	16	18	20	40

7. Deduction for length for Module F External (task required: 100 -120 words).

# of words	90 - 99	80 - 89	70 - 79	60-69	50-59	40-49	Fewer than 40
# points off	2	4	8	12	16	18	40



Breakdown of criteria with further caveats and explanations:

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	<ul style="list-style-type: none"> fully on topic fully developed (main idea and supporting details) all elements of task are addressed information is relevant content is understood task is well organized and coherent 	<ul style="list-style-type: none"> partially on topic partially developed (main idea or supporting details) partially addresses elements of task information is partially relevant content is partially understood task is partially organized and coherent 	<ul style="list-style-type: none"> minimally on topic minimally developed (main idea or supporting details) minimally addresses elements of task information is minimally relevant content is minimally understood task is minimally organized and coherent 	<ul style="list-style-type: none"> not on topic not developed (main idea or supporting details) elements are not addressed due to misunderstanding information is not relevant due to misunderstanding content is not understood task is not organized and not coherent
8	8	5	2	0

Partially correct:

- when students are required to present the advantages and/or disadvantages on a given subject and express their opinion and they do not express their opinion.
- when students write the task in the wrong tense, for example, instead of describing an event in the past, a future event is described.
- In cases when students state their opinion but contradict it later in the task.

Minimally correct:

- a student will get zero or a minimal number of points, depending on the case, for Content (but will receive marks for the remaining criteria) when irrelevance to the topic clearly reflects misunderstanding of the subject. For example, the student misunderstands "pastimes" and writes about "past times" or instead of describing "after-school activities" that are done after the school day, he writes about activities that he did after graduating from school.
- if the student's partial reference to the task changes the essence of the task, zero for the entire task. For example, if the student is required to describe "a nice thing that someone did for him" but he only describes "a nice thing" such as a car.
- When poor language, poor organization, poor vocabulary (due to the misuse of electronic dictionaries or otherwise) make the task almost incomprehensible. In these cases, 1-2 marks might be given for Content. The marks for the remaining criteria will also be very low, as a result.
- In cases when the content is completely incomprehensible due to the above, zero should be given to entire task.

Partially organized & structured: Deduct according to severity (but not more than 50%) when:

- the student writes in list form;
- the student writes in letter format (date, Dear X, signature) in tasks that are not letters;
- the student begins with "Hi"/ "Hi. My name is.../ I live in.../ I study at X school/ I am seventeen years old" when it is irrelevant to the topic or task. (Note that there may be cases when this opening is appropriate.)
- whole ideas are repeated (for example: "I love my job...I like my job very much enjoy my job.")
- there is no introduction and/or conclusion
- ideas are expressed in a disorganized and confusing manner



CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
VOCABULARY	<ul style="list-style-type: none"> correct use of varied and rich vocabulary appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations) correct use of connecting words or phrases use of appropriate register 	<ul style="list-style-type: none"> correct use of basic, appropriate vocabulary partially appropriate use of instances of chunks and phrases. partial and correct use of connecting words or phrases occasional use of inappropriate register 	<ul style="list-style-type: none"> minimally correct use of basic, appropriate vocabulary minimally appropriate instances of chunks and phrases. minimal use of connecting words or phrases consistent use of inappropriate register 	<ul style="list-style-type: none"> incorrect use of words inappropriate use of chunks and phrases no use of connecting words or phrases consistent use of inappropriate register
10	10	6	3	0

Correct use of vocabulary:

Students are expected to use a variety of low frequency words. They are required to use appropriate connectors (words and/or phrases). *Please note: As of Winter, 2020, students will be required to show productive knowledge of Band 3 vocabulary in their compositions.*

Deduct up to 3 points for each of the following cases:

- when vocabulary is correct but repeated; for example, using the word *very* and *much* over and over
- when students use slang in general or in abbreviations such as 4U (for you), BTW (by the way)

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
LANGUAGE USE	<ul style="list-style-type: none"> correct use of basic tenses and/or language structures correct use of advanced language structures correct word order correct use of parts of speech, pronouns and prepositions 	<ul style="list-style-type: none"> correct use of basic tenses and/or language structures incorrect or no use of advanced language structures occasional instances of incorrect word order occasional incorrect use of parts of speech, pronouns and prepositions 	<ul style="list-style-type: none"> minimally correct use of basic tenses and/or language structures incorrect or no use of advanced language structures minimally correct word order minimally correct use of parts of speech, pronouns and prepositions 	<ul style="list-style-type: none"> Incorrect use of basic tenses and/or language structures incorrect or no use of advanced language structures incorrect word order incorrect use of parts of speech, pronouns and prepositions
16	16	10	5	0

Correct use of language:

Students are expected to be able to formulate sentences correctly using the basic tenses (present simple/progressive, past simple, future simple). They are also expected to make correct use of modals, parts of speech, determiners, singular and plural nouns.

Advanced language structures:

Students are expected to be able to formulate sentences using advanced structures such as passive, conditionals, inversions, verb complements (gerunds, infinitives), relative clauses, reported/indirect speech, indirect questions, perfect tenses, temporal clauses as well as other complex sentence structures. Students should be able to correctly use a variety of (at least 3) advanced structures in their task. If the student has written a task using the basic language and structures correctly, however, has made no use of any advanced forms, deduct up to 6 points.



CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
MECHANICS	<p>correct use of:</p> <ul style="list-style-type: none"> • spelling • punctuation • capitalization • paragraphing <p>no run-on sentences</p>	<p>partially correct use of:</p> <ul style="list-style-type: none"> • spelling • punctuation • capitalization • paragraphing <p>some run-on sentences</p>	<p>minimally correct use of:</p> <ul style="list-style-type: none"> • spelling • punctuation • capitalization • paragraphing <p>frequent run-on sentences</p>	<p>Incorrect use of:</p> <ul style="list-style-type: none"> • spelling • punctuation • capitalization • paragraphing <p>consistent use of run-on sentences</p>
6	6	4	2	0
The maximum deduction for spelling alone is 3 points. When problematic spelling is accompanied by errors of punctuation, capitalization, paragraphing and/or run-on sentences, more points may be deducted.				



MODULE C internal (016382), MODULES C (016382) & D (016484) external – WRITING RUBRIC

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	<ul style="list-style-type: none"> on topic information is relevant content is understood text is well organized 	<ul style="list-style-type: none"> partially on topic information is partially relevant content is partially understood text is partially organized 	<ul style="list-style-type: none"> minimally on topic information is minimally relevant content is minimally understood text is minimally organized 	<ul style="list-style-type: none"> not on topic information is not relevant <p><i>In most cases, when both the above bullets are applicable, it will result in zero for the entire task.</i></p>
10	10	7	3	0
VOCABULARY	<ul style="list-style-type: none"> correct use of words appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations) 	<ul style="list-style-type: none"> partially correct use of words partially appropriate use of instances of chunks and phrases 	<ul style="list-style-type: none"> minimally correct use of words minimally appropriate instances of chunks and phrases 	<ul style="list-style-type: none"> incorrect use of words inappropriate use of chunks and phrases
8	8	5	2	0
LANGUAGE USE	correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	partially correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	minimally correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	incorrect use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions
8	8	5	2	0
MECHANICS	correct use of: <ul style="list-style-type: none"> spelling punctuation, capitalization no run-on sentences	partially correct use of: <ul style="list-style-type: none"> spelling punctuation, capitalization some run-on sentences	minimally correct use of: <ul style="list-style-type: none"> spelling punctuation, capitalization frequent run-on sentences	Incorrect use of: <ul style="list-style-type: none"> spelling punctuation, capitalization consistent use of run-on sentences
4	4	2	1	0

(Question = 30 points)



GENERAL COMMENTS:

1. Markers can give in-between grades e.g. 7 pts.
2. In cases when the topic of the reading passage (unseen) and writing task are similar and student copies from the text:
 - If the writing task has been copied in its entirety from the reading passage – zero for the entire task.
 - If substantial parts have been copied from the reading passage, in the word count, count only the parts written in the student's own language. Count the words not copied from the text and deduct according to the table of deduction for length. However, the use of individual vocabulary items from the unseen passage is acceptable.
3. An entire composition will receive a zero when any of these criteria occur:
 - there are fewer than 25 words
 - the piece is totally unrelated to the topic
 - the content cannot be understood at all
 - the composition has been copied from the Internet (In this case a *chashad* (חשד) will be reported with the address of the Internet site.)
4. Do not include the following words when doing the word-count:
 - letter elements (e.g. date, Dear X, Yours/Love and kisses, signature).
 - when the student copies the instruction sentence word for word. (When the student incorporates the instruction sentence correctly by changing pronouns and making other adjustments, it is acceptable and should be counted as part of the task.)
 - substantial parts are copied word for word from the reading passage.
 - a title (Note that students are not required to write a title.)
5. When making deductions for length, first evaluate the task on merit as if it were the right length. Then, make the deduction, starting with the Content criterion.
6. Deduction for length – Module C internal and external (task required: 70-90 words).

# of words	60-69	50-59	40-49	30-39	25-29	Fewer than 25
# points off	1	3	6	10	15	30

7. Deduction for length – Module D (task required: 80-100 words).

# of words	70-79	60-69	50-59	40-49	30-39	25-29	Fewer than 25
# points off	1	2	3	6	10	15	30



Breakdown of criteria with further caveats and explanations:

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	<ul style="list-style-type: none"> on topic information is relevant content is understood text is well organized 	<ul style="list-style-type: none"> partially on topic information is partially relevant content is partially understood text is partially organized 	<ul style="list-style-type: none"> minimally on topic information is minimally relevant content is minimally understood text is minimally organized 	<ul style="list-style-type: none"> not on topic information is not relevant <p><i>In most cases, when both the above bullets are applicable, it will result in zero for the entire task.</i></p>
10	10	7	3	0

Partially correct:

- when all the requirements of the task are not completed such as when students must "describe an invention and explain how it could change their lives" but they only describe the invention;
- when the student writes the task in the wrong tense, for example, instead of describing an event in the past, the student describes a future event;

Minimally correct:

- a student will get zero or a minimal number of points, depending on the case, for Content (but will receive marks for the remaining criteria) when irrelevance to the topic clearly reflects misunderstanding of the subject. For example, the student misunderstands "pastimes" and writes about "past times" or instead of describing "after-school activities" that are done after the school day, he writes about activities that he did after graduating from school;
- if the student's partial reference to the task changes the essence of the task, zero for the entire task. For example, if the student is required to describe "a nice thing that someone did for him" but he only describes "a nice thing" such as a car.
- When poor language, poor organization, poor vocabulary (due to the misuse of electronic dictionaries or otherwise) make the task almost incomprehensible. In these cases, 1-2 marks might be given for Content. The marks for the remaining criteria will also be very low, as a result.
- In cases when the content is completely incomprehensible due to the above, zero should be given to entire task.

Partially organized (Deduct 1 - 2 points in each of the following cases):

- when the student writes in list form;
- when the student writes in letter format (date, Dear X, signature) in tasks that are not letters;
- when the student begins with "Hi"/ "Hi. My name is.../ I live in.../ I study at X school/ I am seventeen years old" when it is irrelevant to the topic or task. (Note that there may be cases when this opening is appropriate such as in informal letters.)
- when the task is a letter and the student does not use the elements of the letter format such as date, Dear X, signature.

Deduct 1-3 points for the following case:

if whole ideas are repeated (for example: "I love my job...I like my job very much...I'm so fond of my job...I'm crazy about my job").



VOCABULARY	<ul style="list-style-type: none"> correct use of words appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations) 	<ul style="list-style-type: none"> partially correct use of words partially appropriate use of instances of chunks and phrases 	<ul style="list-style-type: none"> minimally correct use of words minimally appropriate instances of chunks and phrases 	<ul style="list-style-type: none"> incorrect use of words inappropriate use of chunks and phrases
8	8	5	2	0
<u>Deduct up to 3 points for each of the following cases:</u> <ul style="list-style-type: none"> when vocabulary is correct but repeated; for example, using the word <i>very</i> and <i>much</i> over and over when the student uses slang in general or in abbreviations such as 4U (for you), BTW (by the way) 				
LANGUAGE USE	correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	partially correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	minimally correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	incorrect use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions
8	8	5	2	0
<u>Correct use of language:</u> Students are expected to be able to formulate sentences correctly using the basic tenses (present simple/progressive, past simple, future simple). They are also expected to make correct use of modals, parts of speech, determiners, singular and plural nouns. Deductions for errors in these basic language structures should be made according to severity. Along with deductions for basic language errors, credit of several points can be given if the student uses more advanced language correctly such as the perfect tenses, gerunds/infinitives, complex sentence structures (conditionals, relative clauses, temporal clauses, etc.)				
MECHANICS	correct use of: <ul style="list-style-type: none"> spelling punctuation, capitalization no run-on sentences	partially correct use of: <ul style="list-style-type: none"> spelling punctuation, capitalization some run-on sentences	minimally correct use of: <ul style="list-style-type: none"> spelling punctuation, capitalization frequent run-on sentences	Incorrect use of: <ul style="list-style-type: none"> spelling punctuation, capitalization consistent use of run-on sentences
4	4	2	1	0
<ul style="list-style-type: none"> The maximum deduction for spelling alone is 2 points. When problematic spelling is accompanied by errors of punctuation, capitalization and/or run-on sentences, more points may be deducted. N.B. Unlike the requirements of the Module G writing task, the students writing the Module C task should not be penalized for not "paragraphing". Namely, the task can be one paragraph or more. 				