All descriptors

You can mix and match these descriptors to make your own grid. You can look in the course folders, like “101A” for examples of full grids built for exams.

## Homework and formative activities

For smaller activities where you want to give quick feedback, like a formative writing assignment or a reading journal, use just one or two criteria, and accept that you are not giving full feedback on everything for just this assignment. There are examples of this in the “Quick feedback” folder.

# Writing: Content (multi-level)

## Writing: Developing arguments based on personal experiences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0-2** | **4** | **6** | **8** | **10** |
| There are almost no ideas, almost no anecdotes, or the ideas are disconnected from the anecdotes, or the text is much too short. | There are ideas based on some anecdotes, though maybe tangentially. | Somewhat developed college-level ideas based on some relevant anecdotes. | Developed college-level ideas based on developed relevant anecdotes. | Ideas and anecdotes are also particularly detailed or thoughtful. |

# Writing: Content, in a reading-writing exam (multi-level)

## Reading: Developing arguments based on research

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Research is not in English, is much too short, almost absent, or disconnected from the arguments. | There are arguments based on some research, though maybe tangentially. | Somewhat developed college-level arguments based on some relevant research. | Developed college-level arguments based on substantial relevant research. | Arguments are also particularly detailed or thoughtful, or relate to the research particularly well. |

## Reading: Using appropriate sources properly

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Sources are inappropriate or used improperly (e.g. plagiaristic, no sources provided, etc.). | Each development paragraph makes some use of research from appropriate sources, with a reference of some kind, somewhere. | Essay also includes one clear, quote and one clear paraphrase, from appropriate sources, with clear references somewhere. | Sources are EITHER well-chosen (reliable, relevant, etc.), OR they are well-used (ICE method: clear use, explained, etc.). | Sources are well-chosen AND well-used. |

# Writing: Organization and essay format (multi-level)

## Writing: Organization and essay format (version for midterms)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Work does not follow format requirements. | Unclear purpose; text contains paragraphs and some developed ideas, but parts are incoherent or underdeveloped; unfocused introduction and conclusion. | Somewhat clear purpose; text is overall coherent and contains two coherent development paragraphs; basic introduction and conclusion. | Mostly clear purpose; paragraphs are coherent and distinct; thesis statement and topic sentences; coherent introduction and conclusion. | Clear purpose; ideas are coherent and logically organized; clear thesis statement and topic sentences; effective introduction and conclusion. |

## Writing: Organization and essay format (version for finals)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Unclear purpose; text contains paragraphs and some developed ideas, but parts are incoherent or underdeveloped; unfocused introduction and conclusion. | Somewhat clear purpose; text is overall coherent and contains two coherent development paragraphs; basic introduction and conclusion. | Mostly clear purpose; paragraphs are coherent and distinct; thesis statement and topic sentences; coherent introduction and conclusion. | Clear purpose; ideas are coherent and logically organized; clear thesis statement and topic sentences; clear introduction and conclusion. | Effective essay format; ideas are coherent and logically organized; effective thesis statement and topic sentences; effective introduction and conclusion. |

# Writing: Grammar and vocabulary

## Writing: Grammar and vocabulary (101 version)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Parts of the text become confusing because of problems with simple structures or vocabulary. | Simple structures are used with many mistakes; somewhat unclear vocabulary. | Simple structures are used with few mistakes (complex structures are used WITH mistakes); generic, repetitive or vague, informal vocabulary. | Various more complex structures (like passives, coordinators, subordinators, gerunds) are also used correctly; clear vocabulary with some technical terms. | Some difficult structures (perfects, progressives, conditionals) are also used correctly; precise and technical vocabulary. |

## Writing: Grammar and vocabulary (102 version)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Simple structures are used with many mistakes; somewhat unclear vocabulary. | Simple grammar is generally correct. Intermediate gr. may be absent, wrong or over-used; generic, repetitive or vague, informal vocabulary (guy, big, thing, someone, etc.). | Simple grammar is correct. Intermediate gr. is generally correct: “*he was looking,*” (past prog.), complex sentences, etc.; clear vocabulary with some academic terms. | Text is generally complex, and a variety of intermediate grammar is used correctly. Advanced gr. may be incorrect; clear vocabulary with some academic terms, and informal vocabulary is avoided. | Some advanced grammar is also used correctly, and as needed (“*he had looked*,” “*he would have liked*,” etc.); vocabulary is overall varied, precise and academic. |

## Writing: Grammar and vocabulary (103 version)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0-2** | **4** | **6** | **8** | **10** |
| Simple grammar is somewhat incorrect. Intermediate grammar is problematic or absent. Vocabulary is overall generic, repetitive or vague and informal (guy, big, thing, someone, etc.). | Simple grammar is generally correct (past, negatives, etc.). Some correct intermediate grammar is used. Vocabulary is occasionally generic, repetitive, or vague and informal (guy, big, thing, someone, etc.). | Simple grammar is correct. Text is generally complex, and a variety of intermediate grammar is used correctly (“*he was looking,*” passives, complex sentences, etc.). Clear vocabulary with some academic terms. | Some advanced grammar is also used correctly, and as needed (“*he had looked*,” “*he would have liked*,” etc.). Clear vocabulary with some academic terms, and informal vocabulary is avoided. | The grammar is overall varied and correct, including advanced grammar, and the text flows well. Vocabulary is overall varied, precise and academic. |

# Writing: Accuracy

## Writing: Language mistakes (1 mistake per X words) (101 version)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 per 6 **2**  1 per 8 **3** | 1 per 10 **4**  1 per 12 **5** | 1 per 15 **6** | 1 per 18 **7**  1 per 22 **8** | 1 per 26 **9**  1 per 30 **10** |

## Writing: Language mistakes (1 mistake per X words) (102 version)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 per 10 **2**  1 per 12 **3** | 1 per 14 **4**  1 per 17 **5** | 1 per 20 **6** | 1 per 27 **7**  1 per 35 **8** | 1 per 42 **9**  1 per 50 **10** |

## Writing: Language mistakes (1 mistake per X words) (103 version)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 per 10 **2**  1 per 12 **3** | 1 per 15 **4**  1 per 20 **5** | 1 per 25 **6** | 1 per 30 **7**  1 per 40 **8** | 1 per 50 **9**  1 per 60 **10** |

# Speaking: Content and organization (multi-level)

## Speaking: Content and organization (Job interview)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Little or no participation, there is no job ad, or the interview is overall inappropriate for the job. | Some explanation of why the student should be hired (2+m) based on some anecdotes. Interview may be short, vague or occasionally lack relevance. | Sufficiently developed explanation of why the student should be hired (3-4m) based on some relevant anecdotes. The link with the job ad may be vague. | Coherent, mostly complete explanation of why the student should be hired, with a relevant story. There is a specific job ad, which is used. | Interview is also particularly organized or detailed, or relates to the job ad particularly well. |

# Speaking: Content, in a listening-speaking exam (multi-level)

## Listening: Summarizing

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Can express the overall idea of the video briefly, in very general terms. | Can express the overall idea of the video and mention and explain at least one of its main ideas. | Can express the overall idea of the video, and mention and briefly explain at least two of its main ideas. | Can express the overall idea of the video and mention and explain most of its main ideas. | Summary is also particularly complete, organized, or detailed. |

## Listening: Commenting on the video

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Can comment on the video and subject while staying on-topic briefly, in very general terms. | Can comment on the video and subject in a superficial or tangential way (though maybe not for the required time). | Can comment on the video and subject coherently for around the required time (incl. the summary). | Commentary is coherent, sufficiently developed and includes a relevant personal story or reflection. | Commentary or story is also particularly developed or thoughtful in relation to the video. |

# Speaking: Grammar

## Speaking: Grammar: Using verb tenses, especially the past (101 version; teaching focus on –ed)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Little or no participation, or mistakes in basic forms make comprehension difficult. | Basic forms (present, past, negatives) are often used incorrectly or are unused (e.g. no past) | Few mistakes with basic forms. The past is sometimes used correctly, especially with irregular verbs. | Few mistakes with basic forms. Demonstrates generally correct use of the past, including –ED verbs. | Also demonstrates correct use of an advanced form (passive, conditional, progressive, perfect, etc.) |

## Speaking: Grammar: Using verb tenses (101 version, general-purpose)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0-2** | **4** | **6** | **8** | **10** |
| Little or no participation, or mistakes in basic forms make comprehension difficult. | Basic forms (present, past, negatives) are often used incorrectly or are unused (e.g. no past) | Few mistakes with basic forms. The past is sometimes used correctly, especially with irregular verbs. | Also pronounces most verb endings ( –S and –ED) OR can use some advanced verb forms (passive, conditional, progressive, etc.). | Pronounces most verb endings AND can use some advanced verb forms. |

## Speaking: Grammar (102-103 version: originally designed for 102)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Several basic verb forms (present, past, negatives) are often used incorrectly or are unused (e.g. no past) | Few mistakes with most basic verb forms, but one form may be problematic (for example, negatives or regular –ed verbs). | Basic verb forms are generally correct. Many other mistakes (prepositions, pronouns, articles, gerunds, etc.). | Grammatically varied communication with only occasional mistakes (prepositions, pronouns, articles, gerunds, etc.). | Also demonstrates correct use of advanced forms (passive, conditional, progressive, perfect, etc.) |

# Speaking: Fluency

## Speaking: Fluency and pronunciation (101 version; teaching focus on word endings)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Little or no participation, or there are several major problems. | Major problem, like: reading from notes, --s not used, major hesitation, swearing, using French. | Pronounces –s some of the time, especially for plurals. Speech flow may be low, with frequent hesitation. | Pronounces –s most of the time, including for some verbs. Rhythm has some flow, with some hesitation. | Pronounces –s most of the time. Natural rhythm with little hesitation. |

## Speaking: Fluency and vocabulary (101 version, general-purpose)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Little or no participation, or there are several major problems. | Major problem, like: reading from notes, unclear vocabulary, major hesitation, swearing, using French. | Vocabulary is clear but mostly generic, may be somewhat informal, OR frequent hesitation. | Vocabulary is mostly specific, some attempt at using precise (or technical) vocabulary. Occasional hesitation. | Natural rhythm with little hesitation. Vocabulary is overall specific and precise (or technical). |

## Speaking: Fluency and vocabulary (102-103 version: originally designed for 102)

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Little or no participation, or there are several major problems. | Major problem, like: reading from notes, unclear vocabulary, major hesitation, swearing, using French. | Vocabulary is clear but mostly generic, may be somewhat informal, OR frequent hesitation. | Vocabulary is mostly specific. Some attempt at using precise (or academic) vocabulary. Occasional hesitation. | Natural rhythm with little hesitation. TH is pronounced correctly. Vocabulary is overall specific and precise. |

# Speaking: Asking questions (2 x 5 pts) (multi-level)

| **0-2** | **3** | **4** | **5** |
| --- | --- | --- | --- |
| **Incorrect question:** bad structure, or excessive hesitation, not relevant, etc. | **Problematic question**: verb mistake, somewhat irrelevant or redundant, hesitant, etc. | **Basic question**: correct, mostly relevant, not very open, may be hesitant. (*do you think…*) | **Engaging question**: correct, relevant, open, no hesitation. |
| (Q1) Incorrect | Problematic | Basic | Engaging |
| (Q2) Incorrect | Problematic | Basic | Engaging |