Content			
Ineffective (18-22) - REDO	**Below Average (23-25)**	**Good (26-28)**	**Excellent (29/30)**
The main idea is not clearly stated and made cohesive in the topic sentence.	Main idea is generally introduced in the topic sentence.	Clear main idea in the topic sentence, not entirely made cohesive.	Clear main idea in the topic sentence, made cohesive.
Demonstrates little or no understanding of the main information of the source text. Contains only some relevant details.	Demonstrates basic understanding of information in text. Some critical information is missing.	Demonstrates adequate understanding. Important details are included but some might be missing.	Demonstrates clear understanding of information in the text. All important details are included.
There is an attempt at conveying ideas in a logical order, but the overall result lacks a consistent logical order.	Ideas are not entirely in a logical order.	Ideas are in logical order.	Ideas and details are in logical order.
Is characterized by the copying of some key phrases and minimal paraphrasing, with little to no attempt at using academic language and lexical features of summary writing, and with informal lexical features.	Is characterized by the copying of some key phrases and minimal paraphrasing, with little attempt at using academic language and lexical features of summary writing.	Is characterized by paraphrasing of the main idea and significant details, with an attempt at using academic language lexical features of summary writing.	Is characterized by suitable paraphrasing of the main idea and relevant significant detail, using academic language and lexical features of summary writing.

> **N.B. This is a rubric with most relevant grading criteria, in order for you to have a better idea of how your summary is assessed.**
> **These tables sum up instructions and feedback provided in class, as well as lecture notes available inside the course slides clarifying the features of a summary. If those feature are lacking, the final grade is inevitably impacted.**
> **Below are two assessment grids of IELTS writing tasks, which were the source of inspiration for this rubric. However, since the summary is not one of the two IELTS writing tasks, the summary rubric was created expressly for guiding you through the assessment of your written performance, which should aim at evolving from a B2 level to a full C1 level.**

Structure			
Ineffective (18-22) - REDO	**Below Average (23-25)**	**Good (26-28)**	**Excellent (29/30)**
Topic sentence is lacking major elements (title of the source text, author of the source text, original publication data, etc.).	An attempt at a topic sentence, lacking some minor elements.	Clear and well-structured topic sentence.	Clear, well-structured topic sentence, made cohesive with the rest of the summary.
Scarce cohesion and coherence strategies, sometimes to the detriment of readability.	Overall attempt at cohesion and coherence strategies, but not throughout the text.	Good attempt at textual cohesion and coherence throughout the text.	Excellent cohesion and coherence achieved throughout the text.
Constituents are not clear, and/or not functioning as requested for the summary writing.	Attempt at a textual structure, but some constituents lack their function.	Good attempt at a textual structure, with functioning constituents, although not entirely flowing.	Excellent overall textual structure, with constituents flowing naturally (topic sentence, claim, evidence, conclusion).
Well below or well above the 150-word limit. N.B. this is detrimental to the text type, and affects all the other textual features in their assessment. <u>In some cases, this leads to automatic redo of the summary.</u>	Close to 150 words (145-155), or slightly exceeding it (143-158)	Close to 150 words (145-155)	Extremely close to 150 words (148-152)

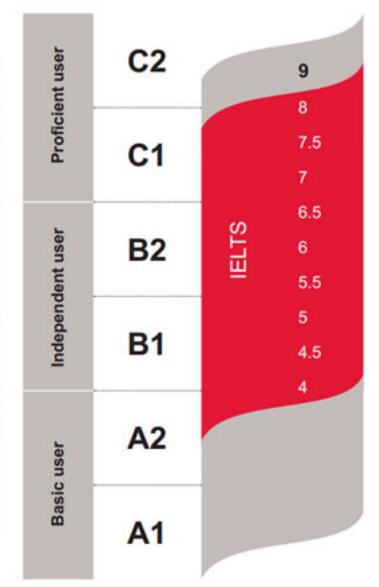| Accuracy			
Ineffective (18-22) - REDO	**Below Average (23-25)**	**Good (26-28)**	**Excellent (29/30)**
References to the source text are either not mentioned in the summary, or they are ineffective in providing coherence and cohesiveness to the summary.	References to the source text are correctly mentioned in the summary, but they are not used to make the summary more coherent and cohesive.	References to the source text and to the author of the source text are clear and made consistent within the summary, and used as an attempt to strengthen the underlying structure of the summary.	References to the source text and to the author of the source text are clear and made consistent throughout the summary, and used as the underlying structure of the summary.
Reporting verbs are either absent, and so is the reference to the author of the source text, or they are not effective in supporting the structure of the summary.	An attempt at using reporting verbs is made, but they lack consistency in their use, and they are not entirely supporting the structure of the summary.	Reporting verbs are used with a certain degree of consistency and effectiveness in the summary.	Reporting verbs are used consistently and effectively throughout the summary.
Formal language and informal language are mixed in the summary, with a tendency to use informal language to convey concepts.	Formal language is generally used throughout the summary, with some contamination with informal language.	Use of formal language is made overall appropriate throughout the summary.	Use of formal language is made appropriate throughout the summary.
Grammar			
Ineffective (18-22) - REDO	**Below Average (23-25)**	**Good (26-28)**	**Excellent (29/30)**
Major grammar and/or spelling mistakes. N.B. this is detrimental to the **readability** of the text, and does not comply with the expected language level needed to be achieved. In some cases, it might affect the assessment of the other textual features.	Some minor grammar and/or spelling mistakes.	Extremely few (and minor) grammar and/or spelling mistakes.	Extremely few (and minor) to no grammar and/or spelling mistakes.

IELTS™

WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully satisfies all the requirements of the task • clearly presents a fully developed response	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• covers all requirements of the task sufficiently • presents, highlights and illustrates key features/ bullet points clearly and appropriately	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• covers the requirements of the task • (A) presents a clear overview of main trends, differences or stages • (GT) presents a clear purpose, with the tone consistent and appropriate • clearly presents and highlights key features/bullet points but could be more fully extended	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses the requirements of the task • (A) presents an overview with information appropriately selected • (GT) presents a purpose that is generally clear; there may be inconsistencies in tone • presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately	• •uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• generally addresses the task; the format may be inappropriate in places • (A) recounts detail mechanically with no clear overview; there may be no data to support the description • (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; • errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

WRITING TASK 2: Band Descriptors (public version)

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully addresses all parts of the task • presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• sufficiently addresses all parts of the task • presents a well-developed response to the question with relevant, extended and supported ideas	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• addresses all parts of the task • presents a clear position throughout the response • presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use • presents a clear central topic within each paragraph	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses all parts of the task although some parts may be more fully covered than others • presents a relevant position although the conclusions may become unclear or repetitive • presents relevant main ideas but some may be inadequately developed/unclear	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately • uses paragraphing, but not always logically	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• addresses the task only partially; the format may be inappropriate in places • expresses a position but the development is not always clear and there may be no conclusions drawn • presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution • may not write in paragraphs, or paragraphing may be inadequate	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate • presents a position but this is unclear • presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive • may not write in paragraphs or their use may be confusing	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• does not adequately address any part of the task • does not express a clear position • presents few ideas, which are largely undeveloped or irrelevant	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• barely responds to the task • does not express a position • may attempt to present one or two ideas but there is no development	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

Common European Framework of Reference (CEFR)

Proficient user
- C2
- C1

Independent user
- B2
- B1

Basic user
- A2
- A1

IELTS
- 9
- 8
- 7.5
- 7
- 6.5
- 6
- 5.5
- 5
- 4.5
- 4