

EPT Writing Assessment Descriptors

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	TASK FULFILMENT	DISCOURSE COMPETENCIES	LANGUAGE COMPETENCIES
EXCELLENT	<ul style="list-style-type: none"> • Responds to the prompt given and fulfills the task with rich and relevant content • A position is clearly established and strongly argued • The conclusion is effective in restating the writer's position, summarizing the main points and rounding off the essay 	<ul style="list-style-type: none"> • Organisation is clear, logical and effective at all levels • Ideas are effectively presented, appropriately using a wide range of cohesive devices • Register entirely appropriate to the genre 	<ul style="list-style-type: none"> • Uses a wide range of sentence structures correctly and appropriately • Uses a wide variety of appropriate vocabulary, and does so effectively and accurately • Errors are negligible / not noticed
GOOD	<ul style="list-style-type: none"> • Responds to the prompt given and provides content that fulfills the task completely • A position is clearly established and strongly argued • The conclusion provides a clear restatement of the writer's position and main points 	<ul style="list-style-type: none"> • Organisation is clear at all levels • Ideas are effectively presented using a range of appropriate cohesive devices • Register appropriate to the genre 	<ul style="list-style-type: none"> • Uses a variety of sentence structures correctly and appropriately • Uses a variety of appropriate vocabulary effectively and accurately • Errors are minor and not recurring
ADEQUATE	<ul style="list-style-type: none"> • Responds to the prompt given and provides sufficient content and ideas to develop an argument • A position is clearly established • The conclusion provides a basic restatement of writer's position and/ or limited summary of main points 	<ul style="list-style-type: none"> • Organisation can be followed • Ideas are somewhat effectively presented using appropriate cohesive devices • Register mostly appropriate to the genre 	<ul style="list-style-type: none"> • Uses some variety of sentence structures although complex structures may not always be used correctly and appropriately • Some variety of appropriate vocabulary is present and is generally effective and accurate • Errors are evident but do not affect meaning / comprehension
MARGINAL	<ul style="list-style-type: none"> • Responds to the prompt and offers enough content and ideas to marginally fulfill the task • A position is identifiable • A conclusion is present but elements are missing/unclear 	<ul style="list-style-type: none"> • Organisation can be followed but with minor problems • Ideas are presented using a narrow range of cohesive devices • Some evidence of appropriate register 	<ul style="list-style-type: none"> • Uses a limited variety of sentence structures with partial correctness and appropriacy • Some variety of appropriate vocabulary is present although its use may not always be effective or accurate • Errors intrude but do not affect meaning / comprehension
FAIL	<ul style="list-style-type: none"> • Responds to the prompt, but with limited content and ideas • It may be difficult to identify a position • There is no effective conclusion 	<ul style="list-style-type: none"> • Limited organisation • Ideas are linked with simple cohesive devices • Register frequently inappropriate to the genre 	<ul style="list-style-type: none"> • Uses a limited variety of sentence structures with partial correctness and appropriacy • Some relevant vocabulary may be present, but is mainly quite simple • Errors intrude and affect meaning / comprehension
U	<ul style="list-style-type: none"> • Does not provide a relevant response to the prompt • Little or no evidence of a position • Conclusion is weak or absent 	<ul style="list-style-type: none"> • Organisation is not evident • A series of short discrete elements may be linked in a linear sequence • Register inappropriate to the genre 	<ul style="list-style-type: none"> • Limited range of basic sentence patterns, • Little relevant vocabulary is present and/or its use is very repetitive • Errors dominate