



ENGLISH LANGUAGE
COMPETENCE

Department of English / University of Vienna

Rating Scale

Common Final Test

Integrated Language & Study Skills

August 2020

1) Task Fulfilment 5 points

5 points	<p>All salient points contained in the prompt are cogently elaborated.</p> <p>The student</p> <ul style="list-style-type: none"> gives a well-founded personal opinion and presents a logically developed argument. selects relevant data from various sources, integrating them into the overall argument to support his/her own points. has fully grasped the contents of the sources and compares/contrasts/evaluates/challenges information/viewpoints. <p>All formal text type requirements met (citation, paraphrase, etc.).</p>
4 points	<p>All salient points contained in the prompt are elaborated.</p> <p>The student</p> <ul style="list-style-type: none"> gives a well-founded personal opinion and presents a logically developed argument. selects relevant data from various sources, integrating them into the overall argument to support his/her own points. may have misunderstood some minor points in the sources. <p>Formal text type requirements largely met (citation, paraphrase, etc.).</p>
3 points	<p>All salient points in the prompt are addressed.</p> <p>The student</p> <ul style="list-style-type: none"> is, to a fair degree, able to present an argument and give a personal opinion. However, the arguments and opinion are sometimes not sufficiently supported by evidence or examples. relies heavily on sources rather than using them selectively or does not always integrate them effectively into his/her own argument. has misunderstood/misrepresented some points in the sources but the reader would still get the correct general idea. <p>Formal text type requirements partly met (citation, paraphrase, etc.).</p>
2 points	<p>Not all salient points in the prompt are addressed (e.g. reference to only one graph, central aspect of the prompt ignored).</p> <p>The student</p> <ul style="list-style-type: none"> presents arguments; however, supporting evidence and examples are either missing or of questionable relevance. OR ... does not clearly state his/her opinion. AND/OR ... merely lists points from the sources or tries to integrate all sources without critical reflection. has misunderstood/misrepresented some points in the sources so that the reader would get a wrong impression. <p>Formal text type requirements not met.</p>
1 point	<p>The student has misunderstood the task.</p> <p>The student</p> <ul style="list-style-type: none"> presents a limited number and range of arguments, which are not supported by evidence or examples. OR ... there are major inconsistencies in logical argumentation. does not refer to the sources provided in the prompt or has misunderstood/misrepresented key points from the sources.
0 points	<p>The student has completely misunderstood the task.</p>

2) Organisation

5 points

5 points	<p>The text is organised into paragraphs with clear topic sentences and the text can be seen to be structured into introduction, main body and conclusion. There is a clear thesis statement.</p> <p>A variety of linking devices is used between paragraphs. Logical relations between sentences and overall method of development (e.g. result, cause & effect, comparison, etc.) are indicated by the appropriate use of lexis, pronouns, conjunctions and discourse markers.</p>
4 points	<p>The text is organised into paragraphs and structured into introduction, main body and conclusion. The topic of a paragraph is obvious to the reader by the use of a clear topic sentence and subsequent development of the main idea.</p> <p>An appropriate range of linking and cohesive devices is used. There are occasional problems with pronoun reference.</p>
3 points	<p>The text is organised into paragraphs and structured into introduction, main body and conclusion. There is some internal organisation within these paragraphs.</p> <p>There is a thesis statement, but it is not entirely successful/clear.</p> <p>There is some use of cohesive devices. There are problems with pronoun reference.</p>
2 points	<p>The text is organised into paragraphs on the surface level (layout).</p> <p>Unsuccessful introduction (e.g. no thesis statement, main focus not addressed, random selection of details from sources, etc.) and/or conclusion (e.g. introduction of new ideas, no relation to body paragraphs, etc.).</p> <p>Illogical use of linking devices and pronouns.</p>
1 point	<p>The text is not organised into paragraphs and there is no introduction and/or conclusion. The textual development is difficult to follow. There is little or no use of cohesive devices beyond “and/but”.</p>
0 points	<p>There is no apparent structure.</p>

3) Linguistic Accuracy

5 points

5 points	<p>The text is virtually free of errors.</p>
4 points	<p>The text consistently maintains a high degree of accuracy, with only occasional slips.</p>
3 points	<p>The text shows a relatively high degree of linguistic control. There are some mistakes, which do not cause misunderstanding.</p>
2 points	<p>Several linguistic choices are not satisfactory for the task. Some of these may impede understanding or strain readers, forcing them to pause.</p>
1 point	<p>There are frequent/repeated inaccuracies in the text which may impede understanding of certain passages.</p>
0 points	<p>There are basic and consistent patterns of error in the text. The student has a very poor grasp of the language required for the task.</p>

4) Linguistic Range

5 points

5 points	<ul style="list-style-type: none"> • The student demonstrates a very broad range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity. • The student can paraphrase effectively and convey finer shades of meaning (e.g. by using a wide range of qualifying devices), and shows awareness of connotative levels of meaning. • The text is consistently appropriate in style and register.
4 points	<ul style="list-style-type: none"> • The student has a good command of a broad range of language as required for the task. There are no signs of the student having to restrict what he/she wants to say. • The student can paraphrase effectively and qualify arguments in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc. • The text is appropriate in style and register, with only isolated minor slips.
3 points	<ul style="list-style-type: none"> • The student uses a sufficient range of language required for the task. • Little use of paraphrasing leads to some repetition. • The text is generally appropriate in style and register, with a few deviations.
2 points	<ul style="list-style-type: none"> • The student uses a limited range of language, resulting in some imprecision. • Absence of paraphrasing leads to frequent repetition. • Parts of the text are inappropriate in style and register.
1 point	<ul style="list-style-type: none"> • The student has a very narrow range of language at his/her disposal, which makes it difficult for him/her to formulate clear arguments. • The text relies heavily on repetition. • The text is inappropriate in style and register.
0 points	<ul style="list-style-type: none"> • The text shows clear signs of restrictions, and the student cannot use language effectively in an academic context.

5) Punctuation

2 points

2 points	The student uses a range of punctuation marks accurately and effectively to convey finer shades of meaning.
1 point	The student has a solid grasp of the most common conventions in punctuation with minor inaccuracies.
0 points	The student has a poor grasp of the conventions in punctuation.

6) Spelling 2 points

2 points	The spelling is completely accurate (possible 2 slips).
1 point	The text shows some inaccuracies in spelling (possible 3 – 6 slips).
0 points	There are many spelling inaccuracies in the text (more than 6 errors).

7) Length 1 point

1 point	Length appropriate (300 – 400 words)
0 points	0 – 299 or > 400 words

TOTAL SCORE

25	100%	Sehr gut (1)
24	96%	
23	92%	
22	88%	Gut (2)
21	84%	
20	80%	
19	76%	Befriedigend (3)
18	72%	
17	68%	Genügend (4)
16	64%	
15	60%	
14	56%	Nicht genügend (5)
13	52%	
12	48%	
11	44%	
10	40%	
9	36%	
8	32%	
7	28%	
6	24%	
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