

Rubrics for TUGET (CBT) Speaking TOTAL 30 POINTS

Score	Delivery	Language Use	Topic development
25-30	<ul style="list-style-type: none"> - Speaks fluently, effortlessly and confidently, with no hesitation or interference with communication and comprehension - Pronunciation and intonation are always very clear and accurate. 	<ul style="list-style-type: none"> - Uses a variety of advanced vocabulary and expressions in an effective manner - Uses a variety of structures with no systemic or almost no grammatical errors 	<ul style="list-style-type: none"> - The response is sustained and adequate to the task. - The response is very well-developed and coherent. - Ideas are very clear and well-connected.
19-24	<ul style="list-style-type: none"> - Speaks smoothly, with little hesitation or non-noticeable effort that does not interfere with communication and comprehension - Pronunciation and intonation are almost always very clear and accurate. 	<ul style="list-style-type: none"> - Uses a variety of appropriate vocabulary and expressions - Uses a variety of structures with only occasional grammatical errors - May make frequent systemic errors with complex structures 	<ul style="list-style-type: none"> - The response is adequate to the task. - The response is generally well-developed and coherent - Ideas are clear and well-connected.
13-18	<ul style="list-style-type: none"> - Speaks with some hesitation and a reasonable degree of effort, but it does not usually interfere with communication and comprehension - Pronunciation and intonation are usually clear and accurate with a few problem areas. 	<ul style="list-style-type: none"> - Uses a variety of vocabulary and expressions, but makes some errors in word choice - Uses a variety of grammar structures, but makes some errors and may cause some comprehension problems 	<ul style="list-style-type: none"> - The response is mostly coherent and conveys relevant ideas/information. - The development is limited, and lacks elaboration or specificity. - Ideas may at times not be immediately clear and not well-connected.
7-12	<ul style="list-style-type: none"> - Speaks with some hesitation or with great effort, which often interferes with communication and comprehension - Pronunciation and intonation errors sometimes make it difficult to understand the response. 	<ul style="list-style-type: none"> - Uses limited vocabulary and expressions - Uses a variety of structures with frequent errors, or uses basic structures with only reasonable errors 	<ul style="list-style-type: none"> - The response is connected to the task, but the development of ideas is limited. - Mostly basic ideas are expressed with limited elaboration and support. - Connections of ideas may be unclear or limited.
1-6	<ul style="list-style-type: none"> - Hesitates too often when speaking, which often interferes with communication and comprehension - Frequent problems with pronunciation and intonation - Unintelligible or repeating the question 	<ul style="list-style-type: none"> - Uses only basic vocabulary and expressions - Uses basic structures and makes frequent errors - Makes attempt to speak, even resulting in isolated words 	<ul style="list-style-type: none"> - The response expresses limited relevant content. - The response generally lacks support and elaboration. - Ideas are hardly connected.
0	The speaker provides no response OR the response is not related to the topic OR not clearly recorded.		

Rubrics for TUGET (CBT) Essay Writing

TOTAL 30 POINTS

Score	Thesis Statement, Topic Sentence (TS) and Conclusion	Essay Development	Vocabulary, Register and Language Use
25-30	<ul style="list-style-type: none"> -The thesis statement names the topic of the essay as directed by prompt and outlines all the main points to be discussed. -The TS clearly states the main idea of each supporting paragraph. -The conclusion is very strong and relates to the topic. 	<ul style="list-style-type: none"> -Includes 2-3 pieces of evidence (facts, statistics, examples, experiences) that support the thesis statement and TS -Development of ideas is very thorough and logical. -Transitions are appropriately used to show how ideas are connected. - The essay length is approximately 350 words. 	<ul style="list-style-type: none"> -Excellent choice of words with very few errors -Appropriate academic register -Displays consistent facility in the use of language -Demonstrates syntactic variety -Very few errors in grammar, spelling or punctuation
19-24	<ul style="list-style-type: none"> -The thesis statement names the topic of the essay as directed by the prompt and outlines some points. -The TS of each supporting paragraph is strong. -The conclusion is strong and relates to the topic. 	<ul style="list-style-type: none"> -Includes 2-3 pieces of evidence but one piece is not relevant -Development of ideas is thorough and logical. -Transitions are appropriately used most of the time. - The essay length is approximately 200-300 words. 	<ul style="list-style-type: none"> -Good choice of words with few errors -Quite appropriate academic register -Displays facility in the use of language -Demonstrates some syntactic variety -Few errors in grammar, spelling or punctuation
13-18	<ul style="list-style-type: none"> -The thesis statement names the topic of the essay as directed by the prompt and outlines a few points. -The TS of each supporting paragraph adequately states the main idea. -The conclusion is recognizable but somewhat relates to the topic. 	<ul style="list-style-type: none"> -Includes 2-3 pieces of evidence but one piece is not relevant -Development of ideas is quite thorough and somewhat logical. -Transitions are sometimes appropriately used. - The essay length is approximately 100-200 words. 	<ul style="list-style-type: none"> -Fair choice of words with a few errors -Somewhat appropriate academic register -Displays facility in the use of language -Demonstrates some syntactic variety -A few errors in grammar, spelling or punctuation
7-12	<ul style="list-style-type: none"> -The thesis statement outlines some of the main points to be discussed but does not name the topic. -The TS of each supporting paragraph weakly states the main idea. -The conclusion is barely recognizable and mostly unrelated to the topic. 	<ul style="list-style-type: none"> -Includes 2-3 pieces of evidence but most is irrelevant -Development of ideas is somewhat thorough and logical. -Transitions are rarely appropriately used. - The essay length is approximately 75-100 words. 	<ul style="list-style-type: none"> -Poor choice of words with many errors, especially with key words -Not quite academic register -Demonstrates limited syntactic variety -Some errors in grammar, spelling or punctuation
1-6	<ul style="list-style-type: none"> -The thesis statement does not name the topic and does not preview what will be discussed. -The TS of each supporting paragraph is unclear, or not stated. -No conclusion 	<ul style="list-style-type: none"> -Includes only one relevant piece of evidence -Development of ideas is weak or illogical. -Transitions are barely used or often used incorrectly. - The essay length is approximately 50-75 words. 	<ul style="list-style-type: none"> -Very poor choice of words with many vocabulary errors , especially with key words -Not academic register -Demonstrates very limited syntactic variety -So many errors in grammar, spelling or punctuation that hinder comprehension
0	The essay is not related to the topic OR only ONE paragraph is written OR no response.		

Remarks: -If the supporting paragraphs are extremely short (50 words or below), the score should not be more than 5.

- If the essay consists of three paragraphs, 5 points will be deducted. If the essay consists of two paragraphs, 10 points will be deducted.

- Any form of cheating and plagiarism will not be tolerated. If you are caught cheating, you will be given a score of 0 for all parts.