

PIE – INTEGRATED WRITING ESSAY CRITERIA

	BAND 0	BAND 1	BAND 2	BAND 3	BAND 4	BAND 5
CONTENT <ul style="list-style-type: none"> ▪ Task achievement ▪ Length ▪ Effect on reader 	The essay only copies words from the source or sources or is not related to the topic at all.	Less than 50% of the relevant elements from the sources dealt with: there are few or no appropriate ideas taken from the sources to provide support to the main ideas of the essay. No expression of candidate's own opinion. Less than 50% of specified length. Message not communicated clearly and fully so requires excessive effort by the reader.	Features of bands 1 and 3. Serious effort by reader is required.	More than 60% of the relevant elements from the sources dealt with successfully: ideas and details are taken from the sources to provide support to the main ideas of the essay. Clear expression of candidate's own opinion. Length meets specifications. (+/- 10% allowed) Message clearly and fully communicated to the reader.	Features of bands 3 and 5. Little effort by reader is required.	More than 85% of the relevant elements from the sources dealt with successfully: relevant ideas and details taken from the sources provide appropriate support to the main ideas of the essay. Clear and developed expression of candidate's own opinion. Length meets specifications. (+/- 10% allowed) Message clearly and fully communicated to the reader using appropriate register in a natural way.
COHERENCE AND COHESION <ul style="list-style-type: none"> ▪ Organisation ▪ Fluency ▪ Linking devices 		Response is at times incoherent. Insufficient control of organisational features beyond sentence level for task to be carried out successfully.		Information is organised logically. Overall control of connected sentences and generally appropriate use of linking devices.		The flow of ideas aids fluent reading. Good control of connected sentences and use of linking devices.
LEXIS <ul style="list-style-type: none"> ▪ Appropriacy ▪ Range ▪ Accuracy 		Words copied from sources inappropriately. Insufficient range of vocabulary to carry out task successfully. Lack of control of spelling and sentence formation.		Appropriate and adequate range of vocabulary for the task. Appropriate use of formal or informal vocabulary where required. A good control of lexical accuracy.		Wide range of vocabulary used appropriately. Consistently maintains a high degree of lexical accuracy.
GRAMMATICAL STRUCTURES <ul style="list-style-type: none"> ▪ Range ▪ Accuracy 		Insufficient range of structures to carry out task successfully. Lack of control of structures and /or punctuation.		Sufficient range of structures for the task. Complex sentence forms attempted and often achieved. A good control of grammatical accuracy.		A broad range of grammar allowing the student to use expressions in a clear and appropriate style without having to restrict what they want to say. Complex sentence forms attempted and consistently achieved. Consistently maintains a high degree of grammatical accuracy.