STAGE II
WRITING
MARKING SCHEME

Part A : Response to the Reading Text (Total 5 points)

√ Brain drain has beneficial effects on the host countries because it... (any one of the following)

- satisfies the demand for highly skilled professionals
- contributes to their economic growth / achievement
- contributes to research, innovation and entrepreneurship
- (The example about the Nobel Prize winners is optional.)

√ Sending countries can benefit from brain drain only if they manage to attract their skilled workers back. Those skilled returnees can bring ... (any one of the following)

- valuable management experience
- entrepreneurial skills
- access to global networks
- venture capital
- (The example about Chinese Taipei is optional.)

METU-EPE Rubrics for Part A: Responding to the Reading Text

Grade	Comprehension & Fulfillment of Task	Grade	Language
3	Presents the required information accurately and in a well-organized manner.	2	There are occasional language errors but these do not result in an inaccurate presentation of content.
2	There is minor omission, inaccuracy or vagueness in connection to the points made in the reading text.	1	There are more frequent or noticeable language errors, but these do not result in anything more than an occasional lapse of clarity in the connection of ideas.
1	Although the overall response is oriented to the task, it conveys only vague, global or somewhat imprecise information in connection to the points made in the text.	0	The language level of the response is so low that it is difficult to derive meaning.
0	There is obvious lack of comprehension of the author's argument OR a minimal attempt to fulfill the task.		

	UNSATISFACTORY		LIMITED		SATISFACTORY		GOOD		VERY GOOD	
	1	2	3	4	5	6	7	8	9	10
CONTENT	• displays questionable responsiveness to the task, incorporating irrelevant specifics or using little or no argument, explanation, or details		• displays limited development, using inappropriate or insufficient arguments, exemplifications, explanations, or details in response to the topic and task		• addresses the topic and task using somewhat developed arguments, explanations, exemplifications, or details		• addresses the topic and task well, using clear appropriate and sufficient arguments, explanations, exemplifications, or details though some ideas / points may not be fully elaborated		• effectively addresses the topic and task using clear, appropriate and sufficient arguments, explanations, exemplifications, or details	
ORGANIZATION	• completely disorganized; lacks unity and coherence		• inadequately organized; displays limited unity and coherence		• displays some unity and coherence; may contain redundancy, digression, or somehow unclear connections		• generally well organized; displays unity and coherence, though it may contain occasional redundancy, digression, or unclear connections		• well organized; displays unity and coherence	
LANGUAGE	• contains serious and frequent errors in sentence structure, word choice, word forms that hinder comprehension		• contains numerous errors in sentence structure; displays a noticeably inappropriate or limited choice of words or word forms		• demonstrates inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning OR displays accurate but limited range of syntactic structures and vocabulary		• displays facility in the use of language, demonstrating syntactic and lexical variety and appropriate word choice, though it may contain occasional noticeable minor errors in structure and word form that do not interfere with meaning		• displays consistent facility in the use of language, demonstrating syntactic and lexical variety and appropriate word choice, though it may contain minor lexical or grammatical errors	

METU-EPE WRITING RUBRICS

Guidelines for the rubrics

The purpose of this writing task is to assess the candidate's ability to

- produce a well-developed and coherent paragraph.
- use correct and appropriate language structures, vocabulary and discourse features in writing
- follow the conventions of standard written English

The following features should be expected in each of the components in the rubrics to deserve the grade 10:

CONTENT

In order to effectively address the topic and task, all information should be relevant to the topic and there should be no shift in focus. The ideas should be credible. Some ideas of the writer may be used but they should be expressed in the test-taker's own words.

ORGANIZATION:

The paragraph should display full knowledge of the required discourse pattern (argumentation, discussion, explanation, description etc.) It should be well organized. Unity and coherence should be maintained throughout the paragraph through repetition, rephrasing or referencing.

LANGUAGE USE:

The language should always be appropriate to the required discourse pattern. The word choice should be effective. A wide variety of sentence structures and types should be used in varied lengths. Minor lexical and grammatical errors or errors in mechanics are acceptable.

Please note that:

- The acceptable word limits for the paragraph is 180 to 220 words.

  Therefore, if a paragraph substantially exceeds the word limit, deduct 2 points.

  If a paragraph falls short of the word limit, however, it would most probably be losing marks for content and organization according to the grading scale so there is no need to deduct further points.

- If a number of paragraphs have been written instead of one, deduct 2 points (out of 15) for failing to follow the instructions.

- If the student has written on a totally different topic and thus deserves no credit for content, do not give any credit for organization and language. The overall grade this student should get is 1/15.

- If the piece of writing gets 1 pt. for content, grade organization and language out of up to 6 on the scale. The highest grade such writing can get, then, is 7/15.