

İnönü Üniversitesi Yabancı Diller Yüksekokulu Yazma Sınavı Örneği ve Değerlendirme Ölçütleri

Sample Writing Tasks

A1 Level Writing Exam **Everyday Activities**

Write sentences about your daily routine. Use simple present tense.
(30-50 words)

A2 Level Writing Exam **Describe Your City/Town**

Write a paragraph describing your city or town. Use and include the following information:
(60-100 words)

B1 Level Writing Exam **Personal Opinion Essay**

Write an essay explaining your opinion on the following topic: "Should mobile phones be allowed in schools?" Include examples and reasons to support your opinion.
(100-150 words)

B1+ Level Writing Exam **Descriptive Essay**

Describe an unforgettable holiday you have had. Include details about the place you stayed, activities, sights, people you were with and your overall thoughts about it.
(150-180 words)

B2 Level Writing Exam **Narrative Essay**

Write a story about a time when you had to make a difficult decision. Include details about the situation, the problem, the choices you had, and the outcome.
(200-250 words)

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A1 Level Writing Rubric

Criteria and Scoring	17–20 Excellent	13–16 Good	9–12 Satisfactory	5–8 Needs Improvement	0–4 Unsatisfactory
Content	Fully addresses the task using short simple sentences (e.g., message, postcard, short note, simple form information).	Mostly addresses the task with simple information and short sentences.	Partially addresses the task using simple phrases or limited information.	Attempts the task but ideas are very limited or unclear.	Does not address the task; ideas are missing or irrelevant.
Organization	Ideas follow a clear and simple order; sentences or phrases are logically connected.	Generally clear order with minor problems.	Some basic order but ideas are loosely connected.	Very limited organization; ideas appear random.	No clear organization or structure.
Grammar	Uses basic sentence structures (e.g., simple present) with minor errors that do not affect understanding.	Some grammatical errors occur but the message remains clear.	Frequent errors occur but meaning can usually be understood.	Many grammatical errors make the message difficult to understand.	Errors prevent understanding of the message.
Vocabulary	Uses basic everyday vocabulary related to personal information and daily life.	Uses appropriate basic vocabulary with some repetition.	Limited vocabulary but key words communicate meaning.	Very limited vocabulary; message is hard to express.	Vocabulary is mostly incorrect or missing.
Spelling & Punctuation	Minor spelling or punctuation errors that do not affect understanding.	Several spelling or punctuation errors but text is understandable.	Frequent spelling errors but key words are recognizable.	Many spelling errors make the text difficult to read.	Spelling errors prevent understanding.

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A2 Level Writing Rubric

Criteria and Scoring	17–20 Excellent	13–16 Good	9–12 Satisfactory	5–8 Needs Improvement	0–4 Unsatisfactory
Content	Fully addresses the task using short paragraphs or several simple sentences (e.g., notes, messages, simple personal letters, short descriptions of events or activities).	Mostly addresses the task with clear simple sentences and basic information.	Partially addresses the task with limited information or short sentences.	Attempts the task but ideas are very limited or unclear.	Does not address the task; ideas are missing or irrelevant.
Organization	Ideas follow a clear simple order and use basic connectors (e.g., <i>and</i> , <i>but</i> , <i>because</i>).	Generally clear order with some use of simple connectors.	Some basic order but ideas are loosely connected.	Very limited organization; connectors are rarely used.	No clear organization or logical flow.
Grammar	Uses basic sentence structures with some variety; errors may occur but do not affect understanding.	Some grammatical errors occur but the message remains clear.	Frequent errors occur but the general meaning is understandable.	Many grammatical errors make the message difficult to understand.	Grammar errors prevent understanding.
Vocabulary	Uses basic everyday vocabulary related to daily life, family, activities, plans, likes and dislikes.	Uses appropriate vocabulary with some repetition.	Limited vocabulary but key words communicate meaning.	Very limited vocabulary; message is difficult to express.	Vocabulary is mostly incorrect or missing.
Spelling & Punctuation	Some spelling or punctuation errors may appear but do not affect understanding.	Several spelling or punctuation errors occur but the text is understandable.	Frequent spelling errors occur but key words are recognizable.	Many spelling errors make the text difficult to read.	Spelling errors prevent understanding.

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B1 (Pre-Intermediate) Level Writing Rubric

Criteria and Scoring	17–20 Excellent	13–16 Good	9–12 Satisfactory	5–8 Needs Improvement	0–4 Unsatisfactory
Content	Fully addresses the task using connected sentences or a short paragraph (e.g., personal letters, descriptions of events or experiences).	Mostly addresses the task with relevant information and simple explanations.	Partially addresses the task with limited details.	Attempts the task but ideas are unclear or insufficient.	Does not address the task; ideas are missing or irrelevant.
Organization	Ideas follow a clear simple order using basic connectors (<i>and, but, because, so</i>).	Generally clear order with some connectors.	Some organization but connections are weak.	Limited organization; ideas are poorly connected.	No clear organization or logical flow.
Grammar	Uses basic grammatical structures with occasional errors that do not affect understanding.	Some errors occur but meaning is clear.	Frequent errors occur but meaning is usually understandable.	Many errors make the text difficult to understand.	Grammar errors prevent understanding.
Vocabulary	Uses vocabulary to describe events, experiences and personal opinions.	Uses appropriate vocabulary but with repetition.	Limited vocabulary but message is understandable.	Very limited vocabulary; ideas difficult to express.	Vocabulary mostly incorrect or missing.
Spelling & Punctuation	Some spelling or punctuation errors but text remains clear.	Several errors but text is understandable.	Frequent errors but key words recognizable.	Many errors make text difficult to read.	Errors prevent understanding.

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B1+ (Intermediate) Level Writing Rubric

Criteria and Scoring	17–20 Excellent	13–16 Good	9–12 Satisfactory	5–8 Needs Improvement	0–4 Unsatisfactory
Content	Fully addresses the task using clear paragraphs and developed ideas (e.g., personal letters, short reports, descriptions of events, experiences or opinions).	Mostly addresses the task with relevant explanations and supporting details.	Partially addresses the task with limited explanations.	Attempts the task but ideas are weak or incomplete.	Does not address the task; ideas are missing or irrelevant.
Organization	Ideas follow a clear linear sequence with a range of connectors (<i>and, but, because, so, then, although</i>). Paragraphing is clear.	Generally clear organization with linking words.	Some organization but connections between ideas are limited.	Weak organization; ideas poorly connected.	No clear organization or structure.
Grammar	Uses a wider range of grammatical structures with occasional errors that do not affect understanding.	Some errors occur but message remains clear.	Frequent errors occur but overall meaning is understandable.	Many errors make text difficult to understand.	Grammar errors prevent understanding.
Vocabulary	Uses vocabulary to describe events, experiences, feelings, reactions and opinions with some variety.	Appropriate vocabulary but some repetition.	Limited vocabulary but meaning is clear.	Very limited vocabulary; message difficult to express.	Vocabulary mostly incorrect or missing.
Spelling & Punctuation	Minor spelling or punctuation errors that do not affect understanding.	Several errors but text remains understandable.	Frequent errors but key words recognizable.	Many errors make text difficult to read.	Errors prevent understanding.

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B2 Upper-Intermediate level Writing Rubric

Criteria and Scoring	17–20 Excellent	13–16 Good	9–12 Satisfactory	5–8 Needs Improvement	0–4 Unsatisfactory
Content	Fully addresses the task using clear, detailed paragraphs (e.g., essays, reports, reviews, formal or informal letters). Presents arguments, explanations or viewpoints with relevant support.	Mostly addresses the task with clear ideas and relevant explanations.	Partially addresses the task with limited support or development of ideas.	Attempts the task but ideas are unclear, weak or insufficient.	Does not address the task; ideas are missing or irrelevant.
Organization	Ideas follow a clear logical structure with effective use of linking devices (e.g., <i>however</i> , <i>therefore</i> , <i>although</i> , <i>on the other hand</i>). Paragraphing is clear and coherent.	Generally clear organization with appropriate linking words.	Some organization is present but connections between ideas are limited.	Weak organization; ideas are poorly connected.	No clear organization or logical progression.
Grammar	Uses a wide range of grammatical structures accurately with no errors or only very rare slips that do not affect understanding.	Uses a range of grammatical structures with some errors but meaning remains clear.	Frequent grammatical errors occur but the general meaning is understandable.	Many grammatical errors make the text difficult to understand.	Grammar errors prevent understanding of the text.
Vocabulary	Uses a wide range of vocabulary to express arguments, explanations, opinions and evaluations precisely.	Uses appropriate vocabulary with some repetition or minor errors.	Vocabulary is limited but basic meaning is communicated.	Very limited vocabulary; ideas are difficult to express.	Vocabulary is mostly incorrect or missing.
Spelling & Punctuation	Accurate spelling and punctuation with rare or no errors.	Several spelling or punctuation errors occur but text is understandable.	Frequent spelling errors occur but key words remain recognizable.	Many spelling errors make the text difficult to read.	Spelling errors prevent understanding.

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A1, A2, B1 (Pre-Intermediate), B1+ (Intermediate) B2 Writing Progression.

Level	CEFR Writing Ability	Typical Writing Tasks	Focus of Writing	Text Organization	Typical Word Count
A1	Can write short simple sentences about personal information and everyday activities.	message, postcard, short note, form filling	basic personal information, daily routines, simple descriptions	sentence list	30–60
A2	Can write short messages, notes and simple personal letters about everyday life and plans using basic connectors.	short email, note, simple description	everyday activities, plans, likes/dislikes, simple explanations	connected sentences	60–100
B1 (Pre-Intermediate)	Can write simple texts on familiar topics, describing events and experiences.	personal email, narrative paragraph, description	past experiences, simple opinions, everyday situations	short paragraph	100–130
B1+ (Intermediate)	Can write connected texts describing experiences, opinions and reactions and give simple explanations.	opinion paragraph, narrative paragraph, short essay, informal email	experiences, opinions, explanations and reactions	developed paragraph/short essay	130–180
B2 (Upper-Intermediate)	Can write clear, detailed texts presenting explanations, arguments and viewpoints.	opinion essay, for-and-against essay, report, review, formal email	arguments, explanations, advantages–disadvantages, evaluation	multi-paragraph essay (introduction + body + conclusion)	180–250

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Level	Thinking Skill
A1	describing
A2	explaining basic ideas
B1	narrating and expressing opinions
B1+	justifying and detailing opinions
B2	arguing, evaluating and discussing alternatives

About Word Count

Please follow the **word limit** given in the task.

You should write within the required word range.

- If your writing is more than 10% below the minimum word limit, or
- more than 10% above the maximum word limit,

your paper will be graded only up to the “Good” level in the rubric.

This means that the highest score you can receive in each criterion will be the “Good” level, even if your writing is otherwise strong.

Example

If the word limit is 150–200 words:

- Minimum acceptable length: 135 words
- Maximum acceptable length: 220 words

If you write fewer than 135 words or more than 220 words, the highest level you can receive will be “Good.”

Please make sure to check your word count before submitting your work.