General assessment criteria for IT Professional Reporting course

CRITERION GRADE	RELEVANCE OF CONTENT AND USE OF SOURCE MATERIAL	ORGANISATION/ COHERENCE & COHESION	LANGUAGE ACCURACY AND STYLE	PRESENTATION SKILLS & INTERACTION
EXCELLENT 5 C2 level: Masters the discourse conventions and style of reporting. Can evaluate and incorporate sources with academic integrity.	Appears well focused and relevant to task and topic. Sources thoroughly and accurately incorporated and accurately cited.	Main ideas and sections and paragraphs clearly marked, thorough introduction and conclusion; follows the conventions used. Writing forms coherent whole, cohesive markers used appropriately smooth flow of text.	Vocabulary and style appropriate to the topic and target audience. Follows the main discourse conventions of the field.	Excellent command of professional and subject-specific language, fluent expression and relative ease of spoken communication. Accurate pronunciation.
VERY GOOD 4 C1 level: Can accurately follow formal conventions and register, and use sources appropriately.	Appears focused and relevant to topic. Relatively good referencing with minor inconsistencies in citation.	Minor problems with clarity. Sections, paragraphs, introduction and conclusion well developed. Only minor inconsistencies in the use of cohesive and discourse markers, not affecting overall coherence.	No major difficulties in appropriate language use, only slight inconsistencies with conventions of the field.	Ability to use professional vocabulary and express oneself fluently for professional purposes. Occasional small errors do not hinder the message. Fairly accurate pronunciation.
GOOD 3 B2 level: Can report in various kinds of contexts in one's own field with relative fluency, using versatile vocabulary and appropriate citation.	Appears relevant to topic and task, possibly limited in scope, some problems with citation.	Some lack of clarity in text structure (e.g. fluency, cohesive markers).	Clear language, style generally good but inconsistencies in formality, grammatical mistakes e.g. with tenses.	Language generally clear, occasional difficulties with vocabulary choice. At times fluency uneven. Some inaccuracies in pronunciation.
SATISFACTORY 2 B1 level: Can produce basically understandable and coherent texts with appropriate content and basic academic vocabulary.	Appears irrelevant at times, limited in scope with inadequate argumentation. Uneven referencing.	Sections, paragraphs & sentences fragmented; do not form a coherent whole. Comprehension impeded.	Problems with using appropriate style and register; grammatical errors affect comprehension.	Limitations in language and vocabulary choice. Limited fluency; pronunciation difficulties interfere with comprehension.
POOR 1 A2 level: Can report basic and short general information according to a template.	Clear difficulty in focusing and dealing with the topic, great difficulties in using and incorporating source material, inadequate paraphrasing and possible plagiarism.	Lack of logical progression, ideas not clearly presented clearly. An effort is made to use cohesive markers but not correctly or sufficiently. Comprehension of the whole text difficult.	Inappropriate style and register, frequent grammatical errors hinder comprehension.	Clear difficulties in research and professional communication, poor vocabulary choices, lack of fluency. Pronunciation impedes comprehension.
INADEQUATE 0 Unable to produce basic general information.	Clearly unable to deal with topic competently; does not fulfill academic or professional requirements; inadequate citation; clear evidence of plagiarism.	No logical progression between sections, paragraphs and sentences. Ideas poorly organized, absence of cohesive markers, writing fragmentary and difficult to understand.	Number and type of errors make comprehension extremely difficult.	Unable to present in research and professional communication. Lacks field-specific vocabulary. Fluency and pronunciation make communication incomprehensible.

Mainly based on: Council of Europe (2003) Common European Framework for Languages; levels B2, C1 and C2. Hyland.K. (2012) Disciplinary Identities. Individuality and community in academic discourse. Cambridge: CUP.