

General assessment criteria for XENT005 Professional Reporting Updated by LL, ER, MT & KW / 10.12.2014

CRITERION GRADE	RELEVANCE OF CONTENT AND USE OF SOURCE MATERIAL	ORGANISATION	COHESION AND COHERENCE	LANGUAGE ACCURACY AND STYLE	PRESENTATION/ 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 incorporated and cited.	Main ideas, sections and paragraphs clearly marked. Thorough introduction and conclusion; follows the conventions used.	Writing forms a 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 both spoken and written communication.
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 only minor inconsistencies in citation.	Minor problems with clarity, sections and 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 unsystematic errors in style.	Ability to express one fluently for professional purposes; occasional small errors do not hinder the message.
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 a little limited in scope, some problems with argumentation. Adequate referencing but possible overuse of direct quotations.	Some lack of clarity on the whole; minor problems in section/paragraph division and the connection of the introduction and conclusion to the main body.	Relationship between sentences may be unconnected; some misuse of cohesive markers may affect the flow of text.	Clear language, style generally good but inconsistencies in formality, grammatical mistakes e.g. with tense.	Interaction generally clear, occasional inconsistencies and argumentation at times superficial. Uses communication strategies well.
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 and paragraphs fragmented; introduction and conclusion separate from the main body. Apparent difficulty in following the conventions used.	Lack of sentence transitions makes relationship between sentences or paragraphs unclear.	Several problems in using appropriate style, register, vocabulary and structures influencing communication.	Somewhat limited on reporting professional themes, frequent errors in language and style in general.
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.	Poor organization makes comprehension very difficult.	Appears incoherent lacks in logical flow, ideas not presented clearly. An effort is made to use cohesive markers but not correctly or sufficiently.	Inappropriate style and register, frequent grammatical errors make comprehension difficult.	Obvious difficulties in synthesizing research and communicating professionally.
INADEQUATE 0 Unable to produce basic general information.	Clearly unable to deal with topic competently; does not fulfill academic or professional requirements; very inadequate citation, mostly plagiarized.	No apparent organization, making comprehension difficult; lack of proper introduction and a conclusion	Ideas poorly organised, almost total absence of cohesive markers, fragmented and difficult to understand.	Number and type of errors make comprehension extremely difficult.	Number and type of errors make comprehension extremely difficult.

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.