

# **SULEYMAN DEMIREL UNIVERSITY**

School of Foreign Languages

## **A GUIDE FOR ENGLISH PROFICIENCY EXAMINATION**

C1 LEVEL TEST TAKERS

This booklet has been prepared to familiarize the candidates with the types of tasks and questions in the SDU School of Foreign Languages Compulsory English Preparatory Program, C1 Level English Proficiency Exam which is taken by students of English Language Teaching and English Language and Literature Departments.

SDU YÖKO



### Purpose of EPE

SDU English Proficiency Examination (EPE) is a test designed to assess the English language proficiency level of the students who are entitled to undertake their undergraduate studies at Süleyman Demirel University. The aim of EPE is to determine whether the test taker's proficiency in English is sufficient to perform communicative tasks in English, at a level that will enable them to follow the courses offered in their respective fields of study and fulfill the requirements of the courses with relative ease (C1 level for the departments of ELT & ELL) Thus, the SDU-EPE is mainly concerned with assessing students' proficiency in Reading, Listening, Writing and Speaking through various tasks, understanding written and oral academic texts, their ability to follow lectures, as well as their competence in composing academic texts of varying lengths.

### Components of SDU-EPE

SDU-EPE consists of two stages, each administered on a separate day. Test takers are expected to take both stages. The scores obtained from the two stages make up the final EPE score.

**Stage One** is administered on the first day in three separate sessions. It comprises selected multiple choice type questions, which are machine scored.

The weightings allocated to each session and the time allowed are given in Table 1. Table 1 *The EPE content of Stage I*

Stage I				
	Component	Number of Questions	Weight	Time
The morning session	Use of English (Vocabulary and Grammar)	50 questions	%40	50 minutes
	Listening	25 questions	%30	50 minutes
The afternoon sessions	Reading	25 questions	%30	50 minutes

**Stage One** of SDU-EPE determines whether a candidate may take the second stage of the test or not. The students of ELT and ELL departments who take at least **60 points** in the first stage **can take Stage Two** of the EPE. The final SDU-EPE score of those candidates who do not qualify for the second stage of the test will be whatever they have scored on the first stage of the test.

**Stage Two** is administered on the second day in two separate sessions. It comprises a writing task and two speaking tasks. The students are graded according to the pre-determined standardization sessions. Each task is graded by two raters, and by a third rater if it is needed.

The weightings allocated to each session and the time allowed are given in Table 2.

Table 2 *The EPE content of Stage II*

<b>Stage II</b>			
<b>The morning session</b>	<b>Component</b>		<b>Time</b>
		Writing	1 Task
<b>The afternoon sessions</b>	Speaking	2 Tasks	~ 5-10 minutes

## THE FINAL SCORE

The scores of all sessions (Use of English, Listening, Reading, Writing, and Speaking) create the final score of the English Proficiency Exam.

Table 3 *Weights for the Final Score of EPE*

<b>Test</b>	<b>Weight</b>
Use of English	%20
Listening	%20
Reading	%20
Writing	%20
Speaking	%20

The weights allocated to each session is equally **%20**. The test takers are supposed to take at least 70 to pass the exam.

### **Announcement of the SDU-EPE Scores**

The score obtained on the entire exam are announced on the following web page: <http://ydyo.sdu.edu.tr/>

**STAGE I**

Session 1 (Duration: 50 minutes / 50 questions)

**USE of ENGLISH**

<b>Task</b>	<b>Objectives</b>	<b>Number of Questions</b>	<b>Question Type</b>
<p>- Choosing the alternative that best completes each sentence in the paragraph (cloze test).</p> <p>- Choosing the alternative that best completes the sentence.</p> <p>- Choosing synonym/antonym for the underlined word in the sentence.</p>	<p>To assess the candidate's ability to decode simple, compound, and complex sentences and to detect correct, appropriate language structures, vocabulary, and discourse markers, to recognize words that are commonly used in entry-level academic texts.</p> <p>Also, to assess the candidate's awareness of the essentials and intricacies of English grammar, including tenses, prepositions, and stylistic variations of certain structures.</p>	25 vocabulary and 25 grammar questions.	<p>Multiple choice with 4 options</p> <p>- sentence completion</p> <p>- paragraph completion – cloze test</p> <p>- synonym/ antonym (scored by an optic reader).</p>

**LISTENING**

Task	Objectives		Number of Questions	Question Type
Listening to a dialogue between two or more people and answering the questions	Interviews	To assess the candidate's ability to <ul style="list-style-type: none"> <li>- follow a conversation, to identify specific information on a range of topics</li> <li>- distinguish between facts and opinions</li> </ul>	Interviews and lectures with 25 questions.	Multiple choice Questions with 4 options (scored by an optic reader)
Listening to a monologue and answering the questions.	Lectures	<ul style="list-style-type: none"> <li>- understand problem/solution and cause/effect relationship</li> <li>- understand implied meanings and the speaker's point of view</li> <li>- understand advice and instructions</li> <li>- understand the main reasons for or against an idea</li> </ul>		
Listening to a recording and taking notes. Then, answering the questions based on your notes	Note-Taking	<ul style="list-style-type: none"> <li>- to follow topic development and identify its purpose,</li> <li>- to distinguish between facts and opinions and to understand main ideas supporting details, implied meanings</li> <li>- identify attitude, mood, tone, viewpoints,</li> <li>- understand paraphrasing or summarizing</li> </ul>		

**READING**

Task	Objectives		Number of Questions	Question Type
Choosing the alternative that best completes each sentence or thought.	Sentence Completion	To assess the candidate's ability to recognize the relationship between ideas in a text and to recognize and interpret cohesive devices for linking different parts of a text.	2	Multiple choice questions with 4 options (scored by an optic reader).
Choosing the alternative that best completes each paragraph.	Paragraph Completion	To assess the candidate's ability to recognize the relationship between ideas in a text, discourse organization, and transitions that tie ideas to one another in a paragraph.	2	
Choosing the alternative that does not support the given topic sentence.	Supporting Ideas	To assess the candidate's ability to recognize ideas that support a given topic sentence.	2	
Choosing the irrelevant sentence in a paragraph.	Coherence	To assess the candidate's ability to recognize the coherence between ideas in a text, discourse organization and transitions in a paragraph.	2	
Choosing the alternative that stands for the best order of the sentences to make a paragraph.	Coherence	To assess the candidate's ability to recognize the coherence between ideas in a text, discourse organization and transitions in a paragraph.	2	
Choosing the alternative which best answers the questions about the graph/chart.	Graph or chart comprehension	To assess the candidate's ability to understand the main/specific information, rates or inferences on a graph or a chart.	1 graph or chart accompanied with questions	

Choosing the alternative which best answers the question or completes the statement about the text.	Text Comprehension	To assess the candidate's ability to understand the main/specific ideas in a text and answer comprehension questions about it, to distinguish between different levels of information, to identify the purpose of a text, to understand the author's point of view, to make out the inferred meaning and to guess vocabulary from the context.	3 texts of varying lengths accompanied with questions.
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## STAGE II

Session 1 (Duration: 60 minutes / 1 Task)

### WRITING

Task	Objectives	Number of Questions	Question Type
<p>Writing an essay of approximately 400 words within the given topic.</p> <p>The students are expected to develop your own ideas.</p> <p>Make sure you write well-organized paragraphs in your essay and all your ideas are relevant to the topic.</p> <p>The essay will be graded according to: the content, the organization and the range and accuracy of vocabulary and grammar equally.</p>	<p>To assess the candidate's ability</p> <ul style="list-style-type: none"> <li>- to use correct, appropriate and expanded range of language structures, vocabulary and discourse features that relates to a variety of topic areas in writing</li> <li>- to follow the conventions of standard written English,</li> <li>- to logically organize, define, explain, compare or contrast information to produce cohesive and coherent piece of writing</li> <li>- to follow the conventions of spelling, punctuation and capitalization</li> </ul>	1 Task	1 essay of approximately 400 words (scored by a group of experienced raters in accordance with the guidelines provided. The raters are trained in using the guidelines for grading in a standardization session. Each paper is graded by two co-raters or more.



**SPEAKING**

Task	Objectives	Number of Questions	Question Type
<p>Making a description of a given term/ person/ place/ situation/ experience, etc. on the topic card including the given details for one to two minutes without being interrupted. Before the students talk, they have two minutes to think about what they are going to say. They can make some notes if they wish.</p>	<p>To assess the candidate’s ability</p> <ul style="list-style-type: none"> <li>- to use correct, appropriate and expanded range of language structures, vocabulary and discourse features that relates to a variety of topic areas in speaking.</li> <li>- to follow the conventions of standard spoken English,</li> <li>- to logically describe, define, explain, exemplify, compare or contrast information to produce a cohesive and coherent piece of speaking</li> <li>- to follow the conventions</li> </ul>	<p>1 instruction 2 or 3 questions.</p>	<p>1 prepared speaking task, 1 unprepared interactive task (scored by a group of experienced raters in accordance with the guidelines provided. The raters are trained in using the guidelines for grading in a standardization session. Each paper is graded by two co-raters or more.</p>
<p>Answering the questions asked by the examiner.</p>	<p>of pronunciation and fluency.</p>		

This part has been prepared to familiarize the candidates with the types of tasks and questions in the exam. The difficulty level of the questions varies in the Proficiency Exam.

## SAMPLE QUESTIONS

### SDU SFL ENGLISH PREP-CLASSES SAMPLE PROFICIENCY EXAM USE OF ENGLISH QUESTIONS for C LEVEL

#### VOCABULARY

**Part 1: Choose the alternative which best completes the sentence.**

1. Countries around the world may boast of languages inherent to them alone, but the fact remains that if they do not do something about their own endangered languages, they may quietly\_\_\_\_\_.

- A) burn out                      B) die out                      C) come out                      D) stand out

2. The brain allows you to cope masterfully with your everyday environment and is also capable of producing breath-taking athletic feats and\_\_\_\_\_scientific insights.

- A) naive                      B) obscure                      C) notorious                      D) profound

**Part 2: Choose the synonym for the underlined word in the sentences.**

3. Much of the report focuses on agriculture, diet and conservation, especially the need for farming practices to become more efficient and sustainable to avoid further environmental deterioration.

- A) retrogression                      B) deferment                      C) deprivation                      D) regeneration

**Part 3: Choose the antonym for the underlined word in the sentences.**

4. Being a very meticulous person, she spent many hours making sure that the calculations were exactly correct.

- A) careless                      B) punctual                      C) cautious                      D) judicious

**Part 4: Choose the alternative which best completes the sentences in the paragraph.**

Some friends of mine recently moved to an old house. When I first sat in their living room, I was immediately filled with optimism. I thought, 'This house is full of happiness'. Although it may seem a (5)\_\_\_\_\_ idea to some, I believe homes absorb the moods and characters of the people who used to live there. If the last owners were a loving family, this affects the feel of the building and the new residents may well be (6)\_\_\_\_\_ to this.

5.                      A) far-fetched                      B) plausible                      C) convincing                      D) gullible  
6.                      A) sensible                      B) spontaneous                      C) sensitive                      D) conscious

## GRAMMAR

### Part 5: Choose the alternative which best completes the sentence.

7. A new species of parrot \_\_\_\_\_ lately in the Mato Grosso forest in Brazil, but this forest \_\_\_\_\_ promptly at the moment for ranches and timber, and scientists fear that the new species will be made extinct before long.

- A) has been discovered / being cut down
- B) was discovered / has been cutting down
- C) has been discovered / is being cut down
- D) has been discovered / is cutting down

8. The main argument \_\_\_\_\_ an international fund is that it means a loss of national sovereignty \_\_\_\_\_ the part of member nations.

- A) among / at
- B) beneath / over
- C) against / on
- D) above / into

### Part 6: Choose the alternative which best completes the sentences in the paragraph.

They told her to quit. She answered, "What for?" Nineteen-year-old Gertrude Ederle was on her way to becoming the first woman (9) \_\_\_\_\_ the English Channel, and (10) \_\_\_\_\_ the pleas of her coach \_\_\_\_\_ a storm that closed the channel to normal shipping would stop her. She completed the crossing in record time.

- 9. A) having swum                      B) swim                      C) swum                      D) to swim
- 10. A) whether/or                      B) either/or                      C) neither/nor                      D) both/and


### Answers:

1-B 2-D 3-A 4-A 5-A 6-C 7-C 8-C 9-D 10-C

**PART 1:**  Listen to the man talking about his hobby and choose the best answer. You will hear the speech twice.

[CLICK HERE TO LISTEN.](#)

1. At the start, the speaker set himself a goal which \_\_\_\_\_
  - A) made him discover different places.
  - B) took up a lot of time.
  - C) was impossible to achieve.
  - D) involved a little walking.
  
2. Watching night animals made the speaker realize that people \_\_\_\_\_
  - A) are still close to animals in the wild.
  - B) need to know that animals can be dangerous.
  - C) are interesting to other animals.
  - D) frighten other animals.
  
3. Which of the following statements about the speaker is **TRUE**?
  - A) He has started this hobby to socialize.
  - B) He has actively done this hobby his whole life.
  - C) He has never minded people's opinions about himself.
  - D) He has broadened his hobbies over time.

**PART 2:**  Listen to two friends talking about their memories of holidays when they were younger. Choose the best answer. You will hear the dialogue twice.

[CLICK HERE TO LISTEN.](#)

4. Which statement is **NOT TRUE** according to the listening?
  - A) It wasn't until 13 that Sarah went on a holiday without her family.
  - B) Sarah regrets not trying to find something in common with Clara.
  - C) Sarah could eventually feel she and Clara could not get on well on holiday.
  - D) It was her parents who thought the holiday would help Clara's German.
  
5. What problem did Dan have on the camping trip?
  - A) They were forced to eat plain food.
  - B) They made the wrong choices.
  - C) They didn't have the right cooking equipment.
  - D) They failed to take their parents' advice.
  
6. What would have made Sarah's camping holiday better?
  - A) being offered an alternative location
  - B) being given more freedom
  - C) having more time to appreciate the experience
  - D) meeting people she could relate to

**PART 3: Note taking:** Listen to an interview about fashion trends in America. You will hear the interview twice. As you listen you will take some notes on the sheet below. You are not graded for your notes. You can only see the questions when the recording finishes. Answer the questions based on your notes.

[CLICK HERE TO LISTEN.](#)

Fashion Trends in America

Introduction

I. Research

A. How the research was conducted

B. In the past

C. Today

II. Reasons for the change

A. Possible reasons

B. Main Factor

III. Predictions

## AFTER LISTENING

**PART 3: NOTE-TAKING QUESTIONS** Now, you have 10 minutes to answer the following questions using your notes. Do not forget to bubble the required boxes according to your answers on the optic form at the end of the exam.

7. Who is Judy Hubbard?

- a. someone who conducts fashion surveys
- b. an author of a fashion book
- c. an editor of a popular fashion magazine
- d. a radio fashion show host

8. According to the research, fewer people\_\_\_\_\_.

- a. read fashion magazines
- b. care about fashion
- c. post fashionable photos on social media
- d. buy designer brands of clothing

9. Some of the possible reasons for the change are\_\_\_\_\_.

- a. people are earning more, saving less and spending money on fun things
- b. people are working more, saving more and spending more money
- c. people are earning less, saving more and spending money on other things
- d. people are working less, saving less and spending less money

### Answers:

1-A 2-B 3-D 4-C 5-B 6-D 7-C 8-D 9-C

**PART 1: Read the text carefully and answer the questions according to it.**

### **The Benefits of Empathy**

1 Most of us have the capacity to show empathy toward others, even in experimental simulations where we feel sceptical or untrusting. But is there any benefit to being empathetic? And why do some people seem to live in a vacuum and have no empathy toward others? Studies of the brain region associated with empathy, called the right supramarginal gyrus, indicate why empathy is so important and hail the idea of developing it.

2 Recent studies helped to confirm the positive impact of empathy. In the studies conducted, participants were tested in pairs. They were told whether they were likely to receive a mild shock or no shock at all. Then their brains were scanned in MRI machines for display. Not surprisingly, the brain's threat response transmitted activity when people were told that they might get a shock. The interesting part of the study was that the threat response was almost just as active when a friend was about to receive the shock. The response was not active at all when a stranger was to receive the shock. This confirms that we show more empathy for people we know and love.

3 The benefits of empathy were revealed through the brain activity of the person receiving the shock. The study showed that when a spouse was about to receive a shock, he or she had less of a threat response when the husband or wife was there to give support. The better the relationship between the spouses, the lower the threat response in the brain—highlighting the power of empathy in helping those we love (an important revelation).

4 Sometimes, however, an anomaly occurs and the right supramarginal gyrus is defective. A person may have difficulty empathizing with others due to how emotions are processed in the brain. As one researcher explains about empathy, "When assessing the world around us and our fellow humans, we use ourselves as a yardstick and tend to project our own emotional state onto others. While cognition research has already studied this phenomenon in detail, nothing is known about how it works on an emotional level." There is still more research needed to validate how emotions help to orchestrate empathy.

5 Some researchers believe that meditation, physical exercise, taking on personal challenges, and volunteering might improve the ability to empathize. You do not need to go overboard, but every little bit helps. Much is still unknown about empathy, but studies indicate that this affective experience is beneficial and should be developed if possible.

*(The text is adapted from North Star by Pearson Education)*

1. The passage's main focus is on\_\_\_\_\_.

- A) unusual functions of the brain
- B) research studies of the brain
- C) the true meaning of empathy
- D) the importance of empathy

**PART 2: Put the sentences into the correct order to make a meaningful paragraph.**

2. 1-Smoking causes a number of problems in restaurants. 2-According to the government research, people working in restaurants that permit smoking are exposed to risks that they cannot control. 3-Firstly, smoking can damage the health of people who work in restaurants. 4-For many people, the chance to eat delicious food is a reason for going to a restaurant but cigarette smoke often spoils the chance. 5-In addition, smoke can reduce customers' enjoyment of visiting a restaurant. 6-Therefore, a smoking ban in all restaurants would allow employees and customers to feel comfortable because their health and ability to enjoy the experience would be better protected.

A) 1/3/2/5/4/6

B) 1/2/5/3/4/6

C) 1/4/2/3/5/6

D) 1/3/2/4/6/5

**PART 3: Choose the alternative that does not support the given Thesis Statement.**

**3. Thesis Statement:** *The decrease in the number of users, the emergence of new social media sites, and the inability to protect personal data are the most important factors that reduce the popularity of a social mediasite.*

A) The first reason for a social media site to lose its popularity is that the number of people using the site may decline.

B) The primary reason for the decrease in the popularity of a social media site is that the site might no longer protect the private information of its users.

C) The final reason for a site to lose its popularity might be that users do not like seeing advertisement anymore.

D) Another reason for the decrease in the popularity of a social media site is that different new sites come up and become more popular.

**PART 4: Complete the paragraph below.**

4. People suffering from insomnia, sleeping problems do not actually know that it stems from several factors needing attention. Firstly, stress keeps our body from functioning normally in many areas, not just our brains at bedtime. Besides, there are health factors, such as the flu, that may prevent breathing and therefore interfere with sleep. \_\_\_\_\_ It is rare to find a perfectly silent room to sleep in and not everyone can sleep in perfect silence. The key to falling asleep is to be comfortable, but most of us get too caught up in what our bedrooms should be that we forget about what they need to be.

A) Moreover, the environment is another significant issue that must be taken into consideration.

B) Many people in developed countries spend a fortune to get rid of their sleeping problems.

C) However, eating disorders can be much more serious than sleeping problems.

D) Therefore, the actual progress of an insomniac is extremely hard to identify.



**PART 5: Complete the sentence below.**

5. Cognition is an abstract property that is linked with the thinking abilities of organisms, \_\_\_\_\_

- A) because social cognition is the study of how people process social information.
- B) therefore, it is studied as a direct property of the brain or of an abstract mind of them.
- C) though thought or thinking is a mental process which allows beings to model the world.
- D) whereas psychologists are quite aware of what is actually going on during the process of thinking.

**PART 6: Find the irrelevant sentence in the paragraph.**

6. I) In a rare instance of a vertebrate's behavior being revealed by its fossil, a new species of dinosaur was found with its head tucked under a forelimb. (II) It represents the earliest known example of a dinosaur displaying the sleeping posture exhibited by modern-day birds. (III) As a result, though it is not known how the dinosaur died, it probably was killed instantly by a thick deposit of volcanic ash or by volcanic gas followed by a covering of ash and mud. (IV) The "tuck-in" pose would have preserved body heat, suggesting that, like birds, at least some dinosaurs were warm-blooded. (V) Delighted paleontologists named this pigeon-sized dinosaur "Mei long", meaning "soundly sleeping dragon."

- A) I
- B) II
- C) III
- D) IV

**Answers:**

1-D 2-A 3-C 4-A 5-B 6-C

## SDU SFL ENGLISH PREP-CLASSES SAMPLE PROFICIENCY EXAM SPEAKING TASKS for C LEVEL

Proficiency Speaking Exam for C1 level consists of two parts including one prepared speaking task and one unprepared interactive task. In Part 1, the student selects a “topic card”. The examiner would like the student to talk about it for one to two minutes. Before the student talks, s/he has two minutes to think about what s/he is going to say. The student can make some notes if s/he wishes. The examiner does not interrupt the students or speak to him/her during his/her speech. The examiner provides some paper and a pencil for making notes and starts the exam. Part 2 consists of questions that will be directed to the students orally and aren't seen by the students.

As a whole, the speech of the student is expected to reflect a well-developed topic with clear, relevant, sufficient examples and arguments with elaboration, a wide range of pronunciation features, and fluency with frequent and accurate use of complex structures and proper vocabulary to C1 level.

### SAMPLE:

#### PART 1

Describe a beautiful place you have visited in your country.

You should say:

when you visited it.

who you went with.

what you did there.

and explain why you think the place is so beautiful.

#### PART 2

How do places change when too many tourists visit them?

Apart from tourism, what other environmental problems are common? Whose responsibility is to deal with these problems?

## SPEAKING EXAM RATING SCALE

C1 Speaking	5	4	3	2	1
<b>CONTENT</b>	effectively developed topic with clear relevant and sufficient examples, arguments, explanations and details arouses the interest of the listener(s)	a well-developed topic with clear, relevant, sufficient examples, explanations, arguments and details but not fully elaborated points at times	responses with somewhat developed ideas, examples and explanations	limited and insufficient development of ideas with frequent repetition and irrelevance	almost no responses or irrelevant, little or no explanations
<b>PRONUNCIATION</b>			almost no pronunciation mistakes includes a wide range of pronunciation features	can generally be understood throughout, though mispronunciation of basic vocabulary reduces clarity at times	mispronunciations are frequent and hinders communication
<b>FLUENCY</b>			almost no hesitations and/or pauses a fluent flow of speech	some hesitations and pauses average flow of speech	long, noticeable pauses and/or hesitations between words/sentences slow flow of speech mostly or no flow
<b>USE of LANGUAGE</b>		frequent use of complex structures and proper vocabulary to this level consistently accurate structures and vocabulary with very rare "slips"	use of mix of simple and complex structures and vocabulary with some variety mostly accurate structures and vocabulary but some minor mistakes only in complex sentences	mostly dependence on simple structures; very rare use of complex structures and vocabulary frequent errors which may lead to misunderstanding	almost no range of structures and vocabulary inaccurate use of simple structures and vocabulary, often hindering communication

### GROUND RULES:

1. If the "Content" grade is 1 (one), the performance is graded as 0 (zero) or 1 (one) from the other sections.
2. If the question is paraphrased once (for C classes) /twice (for A classes) or/and for clarification an exemplification, an explanation is made or some clues are given, reduce 1 point from the overall grade.
3. If there is no utterance at all, it is graded as 0 (zero) overall.

**SDU SFL ENGLISH PREP-CLASSES SAMPLE PROFICIENCY EXAM WRITING TASK for C LEVEL**

The students are expected to write well-organized paragraphs by developing their own ideas according to the provided genre.

The essay will be graded according to: the content, the organization and the range and accuracy of vocabulary and grammar.

**SAMPLE:**

Duration: 60 minutes

Write an essay (about 400 words) on the following topic:

***Some people believe that the best way of learning about life is by listening to the advice of family and friends. Other people believe that the best way of learning about life is through personal experience. Compare the advantages of these two different ways of learning about life. Which do you think is preferable? Use specific examples to support your preference.***

**WRITING EXAM RATING SCALE**

C1 Writing	5	4	3	2	1
<b>CONTENT</b> (relevance to the task and development of ideas)	A clear, well-structured exposition of complex subjects, underlining the <b>relevant outstanding</b> issues. <b>Efficient expansion</b> and supporting major points of view with minor points, reasons, and relevant examples Elaborate descriptions integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion. Informing and <b>captivating</b> the reader effectively	Answers the question by providing supporting ideas (relevant examples and explanations) No redundant ideas & unnecessary repetitions. Relating to the addressee fully	Displays an attempt to answer the question by providing <b>some irrelevant, insufficient</b> examples and explanations Some repetitions Includes <b>some problems</b> in developing ideas requiring some <b>mind-reading</b>	Displays a little attempt to answer the question with limited examples and explanations. Most ideas need developing and elaboration Mostly requires mind reading. <b>Many</b> repetitions and irrelevant ideas	Displays <b>almost no</b> attempt to answer the question – OR the content is slightly relevant to the topic <b>Almost no explanations</b> or mostly irrelevant examples <b>Almost all ideas are redundant</b> or have too many unnecessary repetitions
<b>ORGANIZATION</b> (conventions of the genre, the connection between ideas, sequencing of ideas)		Clear, <b>smoothly flowing, well-structured</b> essay, showing a <b>controlled</b> and <b>wide range of organizational patterns, connectors, and cohesive devices</b> . Full control of the genre efficiently (thesis statement & topic sentences. etc.)	Displays an essay development by organizing ideas into paragraphs <b>properly</b> . Includes cohesive devices and linkers (with almost no mistakes)	<b>A sense of essay development</b> by organizing ideas into paragraphs. Some <b>awareness</b> of the conventions of the genre (introduction, topic sentences, etc.) <b>Some</b> accuracy and range in using linkers and cohesive devices to connect ideas with <b>occasional mistakes</b> . <b>Some jumpiness</b> disrupts the connection between ideas and it is <b>choppy</b> at times	Displays a <b>limited</b> or <b>no</b> sense of essay development and conventions of the genre Includes <b>considerably inaccurate</b> and <b>inadequate</b> use of cohesive devices. <b>Considerable jumpiness</b> with unclear ideas
<b>LANGUAGE Accuracy</b> (in vocabulary and grammar)			A high degree of grammatical accuracy in complex structures; No errors in basic structures. Lexical accuracy is generally high, with almost no vocabulary errors.	Some accuracy in complex and basic sentence structures with non-systematic minor errors. Occasional vocabulary mistakes. Average lexical accuracy. Some confusion and incorrect word choice does occur without hindering communication	Limited accuracy in basic structures and vocabulary with frequent mistakes. Too many mistakes hinder communication. Needs mind reading mostly. Systematically makes basic mistakes.
<b>LANGUAGE Range</b> (in vocabulary and grammar)			Frequent use of complex structures to this level (C1). Good command of a broad range of lexical repertoire. Some idiomatic expressions and colloquialisms.	A mix of simple and complex structures. A sufficient range of language to be able to give clear descriptions, express viewpoints, and develop arguments. Vocabulary with some variety.	Relies frequently on basic structures - no attempt to use complex structures. Lexical limitations cause repetitions.

**GROUND RULES**

1. If it is determined that thirty percent or more is plagiarized, it will be graded as zero overall.
2. If the content is totally irrelevant, the CONTENT is graded as 0 (zero), and accordingly, it is graded as 0 (zero) from ORGANIZATION and LANGUAGE. In that case, it requires a third rater evaluation.
3. If the content is slightly relevant to the topic, the CONTENT is graded as 1(one). In that case, it is graded as 0 (zero), 1 or 2 from other sections.
4. If MECHANICS (punctuation, capitalization, and spelling) are considerably inaccurate and improper, reduce 1 point from the overall grade.

SÜYÜYO

**Contact:**

(0246)2113501

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