

Trinity Certificates in ESOL Skills for Life

Generic performance descriptors Choose the band which best fits the script in question

Assessment strand – Writing composition

Text focus	6 marks Secure Pass	5/4 marks Pass	3/2/1 marks Below Pass
Writing composition	<ul style="list-style-type: none"> The communicative purpose of the task is mostly achieved. The identified readership is addressed with appropriate style and register. The question rubric is mostly addressed. The text is well organised and the layout is appropriate. 	<ul style="list-style-type: none"> The communicative purpose of the task is partially achieved. There is an attempt to address the readership with appropriate style and register, though this may not be completely successful. An attempt has been made to address the question rubric. There are some organisational features appropriate to the text. 	<ul style="list-style-type: none"> The communicative purpose of the task is achieved in a very limited way or not at all. The readership is not addressed appropriately and the style and register of the language used is not suitable. None of the question rubric is addressed. There are very few organisational features appropriate to the text.

Assessment strand – Grammar and punctuation

Sentence focus	6 marks Secure Pass	5/4 marks Pass	3/2/1 marks Below Pass
Grammar and punctuation	<ul style="list-style-type: none"> Most of the language items and functions as stated in the task-specific mark scheme are used. One or two of the items listed in the mark scheme may not be included. The stated language is mostly accurate and used appropriately. There may be one or two inaccuracies. Sentence structure is mostly accurate. There may be one or two inaccuracies. There is a high level of control of punctuation as listed in the mark scheme. 	<ul style="list-style-type: none"> Some of the language items and functions as stated in the task-specific mark scheme are used. Not ALL of the items listed in the mark scheme need to be included. There may be some inaccuracies with the stated language, but the communicative purpose is still met. Inaccuracies in sentence structure do not usually impede communication. Punctuation is used successfully to convey the intended meaning. 	<ul style="list-style-type: none"> There is little or no evidence of an attempt to use one or two of the language items as stated in the task-specific mark scheme. The stated language is not well-controlled and the inaccuracies frequently impede communication. Sentence structure is not well-controlled and it impedes communication. Correct punctuation is not achieved consistently and this confuses the meaning of the text.

N.B. Any inaccuracies with language that is **above** the level should be disregarded.

Assessment strand – Spelling and handwriting

Word focus	3 marks Secure Pass	2 marks Pass	1 mark Below Pass
Spelling and handwriting	<ul style="list-style-type: none"> Spelling is mostly accurate, though there may be errors with infrequent words. Text is legible throughout and individual letters are well formed. One or two areas of the text may be unclear. 	<ul style="list-style-type: none"> There may be some spelling mistakes but overall these do not impede communication. Text is for the most part legible and individual letters are mostly well formed. There may be several areas of the text that are unclear, but the communicative purpose of the task is met. 	<ul style="list-style-type: none"> Common words are not spelled correctly. There are many spelling mistakes which impede communication. Most of the text is difficult to read due to unclear handwriting and incorrect formation of individual letters.