***Feedback Sheet for Composition in the Target Language***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reg Nº |  | Course Code |  | Date |  |
| First Marker  |   | Mark  |  % |

Remember that the first mark is provisional and subject to moderation.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Indicators of poor quality* | *0-**29* | *30-**39* | *40-**49* | *50-**54* | *55-**59* | *60-**64* | *65-**69* | *70-**79* | *80-**89* | *90-100* | *Indicators of high quality* |
| No real command of morphology or syntax |  |  |  |  |  |  |  |  |  |  | Excellent command of morphology and syntax |
|  |
| No use of appropriate lexis, register or idiom |  |  |  |  |  |  |  |  |  |  | Excellent use of appropriate lexis, register and idiom |
|  |
| Very limited or no range of linguistic structures used |  |  |  |  |  |  |  |  |  |  | Diverse range of structures used |
|  |
| Fails to address the set question |  |  |  |  |  |  |  |  |  |  | Addresses the question set explicitly and directly |
|  |
| No awareness of key concepts |  |  |  |  |  |  |  |  |  |  | Firm grasp of key concepts |
|  |
| No evidence of critical reasoning |  |  |  |  |  |  |  |  |  |  | Outstanding critical reasoning |
|  |
| No examples given or nor deployed effectively |  |  |  |  |  |  |  |  |  |  | Supports argument effectively with examples |
|  |
| **Other comments**  |