

Criterion	2.5 points	1.5 points	0 point
Content	The essay/report meets the length requirement, includes information in all 4 parts (A,B,C,D), it is interesting to read, it doesn't repeat the information and gives evidence of writer's analytical view.	The essay/report is longer/shorter than required, it includes all parts but some are limited both in terms of the info. given and in quality of the info. The author uses a descriptive way of presentation.	The essay/report doesn't fulfill the length requirements, it doesn't include the parts required, it doesn't provide evidence of author's analytical view.
Evidence of research	The author presents genuine pieces of information based on the interviews with teachers, pupils, heads.	The author presents limited pieces of information based on the interviews.	There is no evidence of any research among teachers and pupils.
Critical evaluation	S/he critically interprets the information.	S/he doesn't interpret the information, s/he just states what s/he has got.	There is no interpretation or critical evaluation in the essay/report.
Reflection	The piece of writing provides the evidence of author's reflection on what s/he observed in the school and the lessons. S/he draws some conclusions for her/his own future teaching.	The piece of writing provides limited evidence of reflection, there are no conclusions for the author's future teaching.	No evidence of reflection.

Criterion	2 points	1.5 points	1 point
Ideas/Content	This paper clearly expresses a point of view and stays focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	As yet, the paper has no clear sense of purpose or central theme. To get meaning from the text, the reader must make inferences based on poor or missing details.
Organization	The organization helps and shows the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.	The organization structure is strong enough to move the reader through the text without too much confusion.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.
Word Choice	Words show the intended message in a precise, interesting, and natural way. The words are powerful and cover a wide range.	The language is shows what was meant, even if it doesn't show a lot of creativity or range. It is easy to figure out the writer's meaning on a general level.	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.
Sentence Fluency	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure.	The text moves along with a steady rhythm, but tends to be more pleasant or businesslike than musical, more artificial than natural.	The reader has to practice quite a bit in order to read this paper aloud in an interesting way.
Conventions/Mechanics	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to help readability. Errors tend to be so few that just minor changes would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and help readability; at other times, errors are distracting and hurt readability.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.