Dari PTP Guidelines for Writing Skills

Writing skills in this guideline are defined by the level of the individual’s ability to write an essay on various subjects and to present information, opinions, concepts, and ideas to an audience of readers.

Novice: this level is characterized by the ability to write isolated words and phrases.

Novice 1:

- The writer produces frequently-used, memorized sentence-length expressions which may not be related to the given topic.
- Spelling of words that appear in such simple fixed expressions is often incorrect.
- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Structural errors are quite frequent.
- Most sentences are completely disjointed and fragmentary.

< Learner Sample>

لیل

یکشته سیبی سنتیس است. ازشنه

وزست نیست وست بجا من و عق مکسکو بودم.

ما یو مرتو رایبره بودیم. ما هنن لغوبترین

خریدم و بسیار شدیار نوشیدم. ما دیبا

درکیم و در آب رهتم. ما جراین کشویار

کریم روز بودیم. برادر حمست بچه من

و دوست دننر نازک دوست بجامن. ما

آمدند. ما یتکین کریدم و ما هم مرا کردیم.

آین عشته خرب ترین بود. یام حمست بچه

من یان است. او بیست وسه سانه است.

و اواز آرین است. او عسكر است.

او دنده کاری، عوپوزن و خوش خلق است.

او پنجره براز و یک خواب دارد. او دو

برادرخان نز و سب برادر خود ترداز.

خوابما و از او کلی نمایند. یک برادر

پاز دو و سه نتاییست است. سه بدر

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Novice 2:

- The writer can produce short sentences, for the most part without subordinate clauses, on topics involving personal preferences, daily routine and everyday matters.
- Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures but with many error types.
- Range of vocabulary is limited to the following high frequency words; basic objects, number and common verbs and adjectives.
- Most sentences are not appropriately linked together and little evidence of coherence among sentences is found.
- Frequent errors in spelling and punctuation are found.

< Learner Sample>
**Intermediate**: this level is characterized by the writer’s ability to produce short sentences which are loosely connected, and to address parts of the given topic.

**Intermediate 1:**

- The writer can produce short paragraphs on a familiar topic within his/her field of interest.
- Range of both morphological and syntactic structures is limited. The knowledge of time frames and aspects is emerging but not always with correct usage.
- Range of vocabulary remains at a moderate size and frequent lexical inappropriateness is found.
- Some basic connectives are used to link sentences into paragraphs. However, other cohesive devices such as pronominal substitutions and synonyms are not fully employed yet.

< Learner Sample>

![Learner Sample Image]
Intermediate 2:

- The writer can produce longer paragraphs on a variety of topics within his/her field of interest.
- Range of both morphological and syntactic structures is still limited. The knowledge of tense and aspect is still limited.
- Range of vocabulary is large but not covered for low-frequency words. Vocabulary use is accurate for high frequency words.
- The writer is able to use appropriate cohesive devices to connect different sentences. However, the number of such devices is still limited.

< Learner Sample>
در تابستان من در شیکاگو رفتم. من در شیکاگو رفتم با دوستان من در ایالت کالیفرنیا بودم و هوا بسیار کرم بود. شیکاگو از کالیفرنیا خنک‌تر است.

کالیفرنیا و شیکاگو نزدیک نیست و من تک ریل خریدم. روزنامه‌زن (پرفت) دو روز بود و ان را نوشیدم.

شیکاگو شهر جالب است. هوا جنگل بود و نیازمند صاف بود و پاشان نباید. من به کتابخانه شهر رفتم. کتابخانه بسیار دارم. کتاب‌ها که‌نه و قیمت بود. بعد از کتابخانه، من و فرامیم به دویا شیکاگو رفتیم. دویا مقبول نیست با دویا است. دویا گنیمک و بسیار مهم شیکاگو بسیار رستورن دارد.

Writing Criteria:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary usage</td>
<td>5 pts</td>
</tr>
<tr>
<td>Grammar</td>
<td>5 pts</td>
</tr>
<tr>
<td>Spelling</td>
<td>2 pts</td>
</tr>
</tbody>
</table>
Advanced: this level is characterized by the writer’s ability to produce several well-organized paragraphs on a wide range of topics.

Advanced 1:

- The writer can produce systematically developed paragraph with main points and relevant supporting details.
- Range of vocabulary is broad; including some low-frequency words and the writer can frequently produce general vocabulary, however, often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
• Knowledge of both formal and informal registers is almost complete. However, the writer may miss some cultural and local references.
• The writer links utterances together using appropriate cohesive devices, and the number of such devices is large. However, overall writing is not entirely coherent.

  < Learner Sample>
  <awaiting samples…will insert upon receipt>

**Advanced 2:**

• The writer can produce a well-structured essay addressing a given topic in detail.
• Range of both morphological and syntactic structure is extensive.
• Range of vocabulary is broad including some low-frequency words as well as general vocabulary, and the writer can often distinguish subtle differences among close synonyms and provide appropriate collocations.
• Most of the sentences are well connected and coherent.

  < Learner Sample>
  <awaiting samples…will insert upon receipt>