

Proulex EPT B1 Reading and Writing

In the Reading and Writing section, these two skills are assessed both in isolation and in an integrated way. The section is broken up into three parts: **first** the long reading text, **second** three short reading texts, **third** a reading to write section, and **fourth** an independent writing section. The reading texts reflect topics which students would encounter in an educational setting. The Reading to write section assesses abilities such as analyzing and synthesizing information from various texts to produce an essay. The Independent writing section focuses on independent writing without any textual support. The way in which the reading and writing section is given is meant to replicate the situations students are likely to encounter in higher education in Mexico. It also replicates situations students may face when they study in English speaking countries.

General description of the Reading section

The Reading section is divided into two sections. There is a total of 25 questions. Each of these questions is worth one point.

Paper Format	Divided into two sections
Timing	40 minutes
Task Types	Matching, true/false/not given, multiple choice and gap fill.
Sources	Newspaper articles; encyclopedia; magazines; and websites
Grading Criteria	There is a total of 25 questions. Each question is worth one point.
Length of reading	The first section consists of one long reading text of 400 words and five paragraphs. The second reading section consists of three short texts which in total have 400 words.

Constructs measured in Reading texts

Skimming	<ul style="list-style-type: none"> • Read for general understanding • Recognize how details embody a more general concept
Scanning	<ul style="list-style-type: none"> • Identify key words or information within a text • Extract details from short texts

Making Inferences

- Inferences can be made from the text

Deducing meaning from context

- Derive meaning of words from short texts
- Understand important points within a text

Summarizing

- Paraphrase information from various texts
- Report key ideas from various texts
- Transfer information from reading to writing

General description of the Reading to write and the Independent writing section

The Reading to write and the Independent writing section is divided into two sections. In the former, students will use the texts from the Independent reading section to support their writing. In the latter, students write an essay without textual support. In total the Reading to write and Independent writing is worth 25% of the exam grade.

Paper Format	Divided into two sections
Timing	50 minutes
Task Types	Responding to a prompt and/or answering a question
Grading Criteria	Rubric: Integration, Task Achievement, Organization and Language Use
N.B. Integration is only used in the reading to write task.	
Length of reading	The first section consists of one long reading text of 400 words and five paragraphs. The second reading section consists of three short texts which in total have 400 words.

Constructs measured in Writing

Integration	<ul style="list-style-type: none"> • Analyzing and synthesizing information from reading texts • Summarizing or paraphrasing information from a reading text • Showing understanding of a reading text
Task achievement	<ul style="list-style-type: none"> • Meeting the word count • Using the appropriate register and style • Fully responding to the prompt or question
Organization	<ul style="list-style-type: none"> • Writing coherent paragraphs • Using effective cohesive devices
Language use	<ul style="list-style-type: none"> • Using a range of vocabulary and grammar accurately

Grading criteria for Reading to Write and Independent writing

Candidates are assessed on their performance in the reading to write section in four distinct areas: Integration, Task Achievement, Organization and Language Use. In the extended writing, they are assessed in the same way except for Integration. They are graded on a zero to four point scale in each area by two examiners and their final writing grade is the average of the two examiners score.

Assessment Scales

Integration

— whether the writer selects important information from the reading and uses it in the writing.

Task Achievement

— whether the writer addresses the given task using appropriate register and style.

Organization

— whether the writer organizes the text in a coherent and cohesive manner at paragraph and sentence level.

Language use

— whether the writer uses a range of lexis and grammar structures in an accurate manner.

Section 1 description

In this Section, candidates have to read a long text which is based on authentic sources and deals with the following topics: travel, money, health and fitness, learning a foreign language, festivals, means of transport and music.

The candidates answer **15 questions** related to the text. The first five questions involve a task where candidates have to match a heading to the appropriate paragraph. The objective of this task is to check candidates' ability to understand key details within a paragraph. Questions 6-10 are statements and candidates have to decide if they are true, false or not given according to the text. Students should read the statements carefully and check the statements with the text. In questions 11-15 candidates have four possible responses. These questions deal with vocabulary in context, general understanding and making inferences. Students should look for specific words and try to deduce their meaning through the context they are placed in. The questions based on inferences will test candidates' general understanding of the text.

Section 2 description

In this Section, candidates have to read three short texts which are based on authentic sources and deal with the following topics: travel, money, health and fitness, learning a foreign language, festivals, means of transport and music.

The candidates answer **10 questions** related to the text. Questions 16-20 involve a task where five statements are given and candidates have to decide if they are true, false or not given according to the text. The objective of this task is to check candidates' ability to understand key details within a paragraph. The last five questions 21-25 consist of a summary completion. Candidates have to go back to the texts and find the words that correctly substitute the blanks. Candidates should read the summary and text carefully to make sure they have chosen the best option.

Section 3 description

In Section three, candidates **have to write an essay**, which is related to the reading texts in Section 2. In order for candidates to receive high marks, it is necessary that they make use of the information in the reading texts in their writing. The candidates will be graded using a rubric with the following traits **(1) Integration--** whether the writer selects important information from the reading and uses it in the writing; **(2) Task achievement--** whether the writer addresses the given task using appropriate register and style; **(3) Organization--** whether the writer organizes the text in a coherent and cohesive manner at paragraph and sentence level; **(4) Language use--** whether the writer uses a range of lexis and grammar structures in an accurate manner.

Section 4 description

Section four is **independent writing with no reading texts used as support**. The Integration trait will not be graded in this section.

Rubric

B1	Integration	Task Achievement	Organization	Language Use
4	<p>A complete understanding of straightforward concepts from reading sources.</p> <p>Content chosen from reading are both accurate and appropriate.</p> <p>The transference of information from the reading texts is done well with good use of paraphrasing.</p>	<p>The writing content is always relevant.</p> <p>Writer uses appropriate style and register throughout the text.</p> <p>All requirements (genre, purpose and word count) are met.</p>	<p>The essay is clearly and logically organized, using appropriate and effective cohesive devices.</p>	<p>A range of vocabulary is used with a high level of accuracy.</p> <p>A range of simple and complex grammatical structures are used with few errors.</p> <p>Errors do not impede understanding.</p>
3	<p>A mostly complete understanding of straightforward concepts from reading sources.</p> <p>Content chosen from reading are mostly accurate and appropriate.</p> <p>The transference of information from reading texts is mostly done well with only a few lifted ideas and disconnected thoughts.</p>	<p>The writing content is mostly relevant.</p> <p>The writer uses mostly appropriate style and register.</p> <p>Most requirements (genre, purpose and word count) are met.</p>	<p>The essay is generally well organized, including reasonable use of paragraphing with some suitable use of cohesive devices.</p>	<p>A range of vocabulary is used with some issues of accuracy and vagueness.</p> <p>A range of simple and limited complex grammatical structures are used with some errors when using complex structures.</p> <p>While there are some errors the meaning of the text is clear.</p>
2	<p>An acceptable understanding of straightforward concepts from reading sources.</p> <p>Content from reading are acceptable.</p> <p>The transference of information from reading texts is acceptable with some lifted ideas and disconnected thoughts.</p>	<p>The writing content is somewhat relevant.</p> <p>The writer uses some appropriate style and register.</p> <p>Most requirements (genre, purpose and word count) are met at an acceptable level.</p>	<p>Organization can be followed. However, there may be a lack of paragraphing. There are some repeated cohesive devices.</p>	<p>Basic grammatical structures are used with frequent errors. Subordination is rarely attempted.</p> <p>While there are some errors the meaning of the text is clear.</p> <p>An acceptable range of vocabulary is used with issues of accuracy and vagueness.</p>
1	<p>Understanding of straightforward concepts from reading sources are not understood at an acceptable level.</p> <p>Content from reading are not acceptable.</p> <p>The writing demonstrates insufficient and irrelevant use of transference from reading.</p>	<p>The writing content shows little relevance to the task.</p> <p>The writer uses frequent inappropriate style and register.</p> <p>Many requirements (genre, purpose and word count) are not met.</p>	<p>Organization is hard to follow with little and ineffective use of cohesive devices.</p>	<p>A limited range of vocabulary and grammar is used.</p> <p>Errors frequently impede meaning.</p>
0	<p>Exam is void.</p> <p>No attempt was made.</p>			

Language Use in more detail

Band 4 (High B1)

Functions

Expressing agreement and disagreement
Giving suggestions and recommendations
Discussing advantages and disadvantages
Writing someone about a past event in detail

Grammar

Use of compound sentences and, but, so, or, for, nor, yet, or
Modals and phrases used to give advice and make suggestions, eg should/ought to, could, you'd better
Use of second and third conditional
Use of concession, eg although
Infinitive of purpose
Use the past continuous for past plans and intentions
Use of non-defining relative clauses

Vocabulary

Vocabulary specific to the subject matter
Vocabulary to speak about a wide range of topics
Less common phrasal verbs
Use of expressions for the above stated functions

Band 3 (Mid B1)

Functions

Making predictions about the future
Comparing and contrasting different options
Describing past actions over a period of time
Negotiating a simple agreement

Grammar

Zero and first conditionals
Reduced defining clauses
Present continuous for future use
Modals of obligation and necessity/certainty and uncertainty.
Make use of parallel comparatives, eg The more you work, the less time you have
Use of prefixes and suffixes

Vocabulary

Vocabulary specific to the subject matter
Quantifiers, eg all, any, enough, less, both, each, either
Expressions for past, present and future times
Use of expressions for the above stated functions

Band 2 (Low B1)

Functions

Describing future events and intentions
Giving opinions using simple language
Conveying simple information

Grammar

Present perfect tense, eg for, since, ever, never, just
Connecting clauses using because
Simple adjectives and adverbials of quantity, eg a lot of, not very much, many
Showing preference, eg I'd rather, I prefer

Vocabulary

Vocabulary specific to the subject matter
Descriptive adjectives for likes, dislikes, hobbies and themselves
Use of expressions for the above stated functions

Band 1 (A2 Equivalent)

Functions

Using simple polite forms of greeting
Answering and responding to simple questions
Making simple comparisons

Grammar

Simple for of future, eg I am going to Florida, I will leave tomorrow
Before and after
Comparatives and superlatives
Past simple tense of regular and common irregular verbs
Use of WH-questions

Vocabulary

Vocabulary specific to the subject matter
Descriptive adjectives to describe people using simple language
Adverbs of frequency, eg often, sometimes, never
Adverbial phrases of frequency, eg once a week, every so often, twice a month
Expressions for the past, eg last week, yeasterday
Use of expressions for the above stated functions