GEMPUR KECEMERLANGAN SPM 2025

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KERTAS 2 (WRITING)

PAPER 2

SPM Writing Part 1 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Produces a text that Communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.	Uses simple connectors and a limited number of cohesive devices appropriately.	Uses basic vocabulary appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	Performance shares features of Scores 3 and 5			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Produces a text that communicates simple ideas in simple ways.	Text is connected using basic, high frequency connectors.	Uses basic vocabulary reasonably. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	Performance shares features of Scores 1 and 3			
1	Irrelevances and/or misinterpretation of the task may be present. Target reader is minimally informed.	Produces isolated short units about simple and concrete matters, not always communicating successfully.	Production unlikely to be connected, though punctuation and simple connectors (e.g. and) may be used on occasion.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Score 1		

SPM Writing Part 2 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas appropriately.	Text is generally well-organised and coherent, using a variety of cohesive devices.	Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Scores 3 and 5			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.	Uses simple connectors and a limited numberof cohesive devices appropriately.	Uses basic vocabulary appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of Scores 1 and 3			
1	Irrelevances and/or misinterpretation of task may be present. Target reader is minimally informed	Produces a text that communicates simple ideas in simple ways.	Text is connected using basic, high frequency connectors.	Uses basic vocabulary reasonably. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Score 1		

SPM Writing Part 3 assessment scale

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventionsof the communicativetask effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes.	Text is well-organised and coherent, using a variety of cohesive devices with generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors and slips may be present.
4	**Performance shares features of Scores 3 and 5**			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventionsof the communicativetask to hold the reader's attention and communicate straightforward ideas appropriately.	Text is generally well-organised and coherent, using a variety of cohesive devices.	Uses a range of everyday vocabulary with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	**Performance shares features of Scores 1 and 3**			
1	Irrelevances and/or misinterpreta-tion of task may be present. Target reader is minimally informed.	Produces a text that communicates straightforward ideas using the conventionsof the communicativetask reasonably appropriately.	Uses simple connectors and a limited numberof cohesive devices appropriately.	Uses basic vocabulary appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.

0	Content is totally irrelevant. Target reader is not informed.	**Performance below Score 1**