

• Rating scale writing

	Task Fulfilment	Coherence / cohesion	Vocabulary (range and appropriateness)	Grammar (range and accuracy)	Orthography (spelling and mechanics)
B1+	<p>The message is clearly and appropriately conveyed.</p> <p>All ideas/content are relevant to the topic of the task.</p> <p>Performs all the language functions required by the task (e.g. comparing, describing, explaining, justifying etc.)</p> <p>Follows the conventions of the text type required by the task.</p> <p>Uses an appropriate register.</p> <p>Shows salient politeness conventions.</p>	<p>Uses a meaningful sequence of linked ideas, with adequate topic progression.</p> <p>Makes logical paragraph breaks, if required by task.</p> <p>Uses various cohesive means (referencing, pronouns) and devices to establish cohesion throughout the text.</p> <p>Establishes more complex relations between ideas, e.g. introduce a counter-argument with 'however', cause and consequence, cause and effect.</p>	<p>Uses a good range of topic-specific vocabulary related to the task.</p> <p>Uses vocabulary with reasonable precision.</p> <p><i>May show occasional inaccurate word choices and collocations.</i></p> <p><i>Errors may occur when expressing more complex thoughts.</i></p>	<p>Uses a good range of simple structures and features with generally good control <i>though mother tongue influence may be noticeable.</i></p> <p>Shows some complex grammatical features and syntactical structures, <i>although not always correctly.</i></p> <p><i>Errors may occur, but it is clear what he/she is trying to express.</i></p>	<p>Spelling is accurate enough to not strain the reader.</p> <p>Punctuation generally follows conventions.</p> <p><i>Spelling and punctuation may show mother tongue influence.</i></p>
B1	<p>The message is generally clearly conveyed.</p> <p>The ideas/content are generally relevant to the topic of the task.</p> <p>Performs most of the language functions required by the task (e.g. comparing, describing, explaining, etc.)</p> <p>Mostly follows the conventions of the text type/format required by the task, <i>but the format may be inappropriate in places.</i></p> <p><i>Shows awareness of the required register, but may still be inconsistent.</i></p> <p>Generally follows salient politeness conventions, but not always appropriately.</p>	<p>Mostly organizes ideas into a meaningful sequence, with adequate topic progression.</p> <p>Makes simple, logical paragraph breaks if required by task.</p> <p>Links a series of shorter, discrete simple elements into a connected, linear sequence of points by using e.g. references, pronouns, related word fields, and a limited number of cohesive devices.</p>	<p>Uses sufficient topic-specific vocabulary to express themselves on familiar topics.</p> <p>Shows appropriate use of a wide range of basic, frequent vocabulary.</p> <p><i>Major errors may still occur when expressing more complex thoughts.</i></p> <p><i>May use circumlocution and occasionally unclear expressions.</i></p>	<p>Uses a range of simple grammatical features and sentence structures with reasonable accuracy.</p> <p>Attempts a limited range of complex sentence structures or complex grammatical features, <i>though they may usually be incorrect.</i></p> <p><i>In general, the reader can interpret the errors correctly based on the context.</i></p>	<p>Produces generally intelligible spelling for most common words, <i>mother tongue influence is likely with less common words.</i></p> <p>Punctuation is accurate enough to be followed most of the time, but <i>mother tongue is likely to influence punctuation.</i></p>
A2+	<p>The message gets across but with some limitations.</p> <p>In general, the ideas/content are related to the topic of the task.</p> <p>Performs basic language functions required by the task (e.g. describing, explaining, narrating); may attempt the more complex ones, but not always successfully (e.g. comparing/ contrasting ideas).</p> <p><i>May use an inappropriate format May use an inappropriate tone (e.g. colloquialisms where not appropriate).</i></p>	<p>Shows some organization of ideas and a clear attempt at topic progression.</p> <p><i>May still show some limitations in sequencing and text structure.</i></p> <p><i>Paragraph breaks may be missing.</i></p> <p>Uses the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</p> <p><i>May use less frequent cohesive devices inappropriately.</i></p>	<p>Uses basic, frequent vocabulary to express themselves in routine everyday situations.</p> <p><i>Shows inaccuracies in word choice and collocation that may occasionally cause strain for the reader.</i></p> <p><i>May have to compromise the message and may use repetitions and circumlocutions.</i></p>	<p>Uses simple sentence structures and basic grammatical features (such as continuous forms, modals, will-future).</p> <p><i>Systematic mistakes may still occur; errors may sometimes cause strain on the reader, but it is usually clear what s/he is trying to say.</i></p> <p><i>May show attempts at more complex structures, but usually these are erroneous.</i></p>	<p>Writes the most common words intelligibly, and <i>other less common words may be written with reasonable phonetic accuracy, reflecting strong mother tongue influence.</i></p>

A2	<p>The message gets across but with some strain on the reader. <i>Not necessarily all ideas are realized, and the ideas/content are not necessarily all related to the topic of the task.</i> Performs the more concrete language functions required by the task (e.g. social exchanges, invitations etc.). <i>Generally, the format may not yet be appropriate.</i> Apart from everyday polite forms of greeting and address, the tone <i>may be inappropriate.</i></p>	<p>Produces a list of points that are mostly in a logical sequence; not all are necessarily connected. <i>May show limitations in sequencing and text structure.</i> Links groups of words with simple connectors like 'and', 'but' and 'because'. <i>May overuse connectors, may use other cohesive devices unsuccessfully.</i></p>	<p>Shows a limited range of concrete vocabulary and memorized phrases to express basic communicative needs and to communicate limited information. <i>Shows frequent inaccuracies in word choice and collocation that may cause strain for the reader.</i></p>	<p>Shows simple sentence structures, with some memorized grammatical phrases and formulae. Still systematically makes basic grammar and syntax mistakes (e.g. tends to mix up tenses and forget to mark agreement), <i>which the reader may misunderstand.</i></p>	<p>Writes the most common words with reasonable phonetic accuracy (i.e. words are spelled the way they sound), <i>but not necessarily following standard spelling.</i> Uses punctuation such as full stop, commas, question marks, <i>but not necessarily accurately.</i> <i>Errors in spelling and punctuation may cause strain for the reader.</i></p>
A1+	<p>The message only partly gets across and usually requires a sympathetic reader. Shows awareness of the required topic but the ideas are very limited. Performs only the most concrete language functions (e.g. establish social contact). Format and tone are mostly inappropriate.</p>	<p>Links words or groups of words with very basic linear connectors like 'and' or 'because'. Texts longer than short notes and messages generally show coherence problems that make them very hard or impossible to understand.</p>	<p>Shows very limited basic vocabulary and memorized expressions related to particular concrete situations. <i>May overuse certain words.</i> <i>Shows frequent inaccuracies that require a sympathetic reader.</i></p>	<p>Shows only a few simple memorized grammatical features and sentence patterns. <i>Errors are likely to be frequent and common.</i></p>	<p>Writes only familiar words and short phrases used regularly with reasonable accuracy. Spells his/her address, nationality and other personal details correctly. Uses only basic punctuation (full stops and question marks).</p>