

Table C4: WRITTEN ASSESSMENT CRITERIA GRID

	Overall	Range	Coherence	Accuracy	Description	Argument
C2	Can write clear, <i>highly accurate and</i> smoothly flowing complex texts in an appropriate and effective <i>personal style conveying finer shades of meaning</i> . Can use a logical structure which helps the reader to find significant points.	Shows great flexibility in <i>formulating</i> ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Can create coherent and cohesive texts making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Maintains consistent <i>and highly accurate</i> grammatical control of <i>even the most complex language forms</i> . <i>Errors are rare and concern rarely used forms</i> .	Can write clear, smoothly flowing and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.	Can produce clear, smoothly flowing, complex reports, articles and essays which present a case or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured <i>and mostly accurate</i> texts of complex subjects. <i>Can underline</i> the relevant salient issues, <i>expand and support</i> points of view at some length with subsidiary points, reasons and relevant examples, and <i>round off</i> with an appropriate conclusion.	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. <i>The flexibility in style and tone is somewhat limited</i> .	Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.	Consistently maintains a high degree of grammatical accuracy; <i>occasional errors in grammar, collocations and idioms</i> .	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in a mostly assured, personal, natural style appropriate to the reader in mind.	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support point of view with some subsidiary points, reasons and examples.
B2	Can write clear, detailed <i>official and semi-official</i> texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. <i>Can make a distinction between formal and informal language with occasional less appropriate expressions</i> .	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, using some complex sentence forms to do so. <i>Language lacks, however, expressiveness and idiomaticity and use of more complex forms is still stereotypic</i> .	Can use a number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some “jumpiness” in a longer text.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.	Can write an essay or report that develops an argument systematically with appropriate highlighting of some significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem. Can write an essay or report which develops an argument, giving some reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.

B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. <i>The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading.</i>	Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Can link a series of shorter discrete elements into a connected, linear text.	Uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more <i>common</i> situations. <i>Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.</i>	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on a familiar routine and non-routine matters, within his field with some confidence. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
A2	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. <i>Longer texts may contain expressions and show coherence problems which makes the text hard to understand.</i>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information mainly in everyday situations.	Can link groups of words with simple connectors like “and”, “but” and “because”.	Uses simple structures correctly, but still systematically makes basic mistakes. <i>Errors may sometimes cause misunderstandings.</i>	Can write very short, basic descriptions of events, past activities and personal experiences. Can write short simple imaginary biographies and simple poems about people.	
A1	Can write simple isolated phrases and sentences. <i>Longer texts contain expressions and show coherence problems which make the text very hard or impossible to understand.</i>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Can link words or groups of words with very basic linear connectors like “and” and “then”.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. <i>Errors may cause misunderstandings.</i>	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, etc.	

Year 2016

Task 1 Letter (15 points)

Write between 100 – 120 words.

When you attended a language course in London, you stayed at a bed and breakfast. You left one of your bags in your room. Write a letter to Mrs Jones, who runs the bed and breakfast. In the letter:

- explain the situation, giving the details of your stay;
- describe the bag, where exactly you left it, and its contents;
- suggest the best way to return it to you.

	Contents	Organisation	Grammar	Vocabulary	Orthography
3 B1	All content points are fully covered. The content is relevant to the task.	Clear and coherent writing; follows standard layout of a letter and paragraphing conventions.	Communicates with reasonable grammatical accuracy. Simple structures with a good degree of control. Errors do not impede communication.	Uses a sufficient range of vocabulary to complete the task effectively and communicate clear ideas.	Generally intelligible writing, spelling is mostly accurate.
2 A2	Most content points are covered. Minor irrelevances may be present.	Ideas are linked but the text may lack some letter writing conventions and/or coherence.	Simple structures predominate; systematically makes basic mistakes.	Uses an adequate range of vocabulary to complete the task, occasionally repetitive or inaccurate; overuses lexis from the prompt.	Reasonable phonetic accuracy, errors do not impede communication.
1 A1	The text has some relevance to the task. At least one relevant content point is covered.	Some attempt to organise the letter and link ideas.	Shows limited control of a few simple grammatical structures.	Lexical resource very limited, inaccurately used.	Faulty spelling often leads to misunderstandings.
0	Not enough to evaluate. / The text bears no relevance to the task.	Not enough to evaluate. / The text bears no relevance to the task.	Not enough to evaluate. / The text bears no relevance to the task.	Not enough to evaluate. / The text bears no relevance to the task.	Not enough to evaluate. / The text bears no relevance to the task.

Number of words:

under **50** words – not enough to evaluate

50 – 70 words – lack of coverage

Task 2

Essay (200 – 250 words)

Some people say that parents should limit the time their children spend on electronic devices (computers, smartphones, tablets, etc.). Do you agree with this view? Write an essay stating your opinion and giving at least two reasons to support it.

	Contents	Organisation	Grammar	Vocabulary	Orthography
5 C1	All content points are covered and developed convincingly. Expands and supports a clear position with reasons and relevant examples. The arguments are fully extended and well-supported.	Clear, smoothly flowing and well-structured text, appropriate organisational pattern, connectors and cohesive devices.	Consistently maintains a high degree of grammatical control of complex language. Errors are rare and are related to less common structures.	A good command of a very broad lexical repertoire, consistently and appropriately used to complete the task effectively and convey precise meanings; no significant vocabulary errors.	Clearly intelligible writing, spelling and punctuation consistently accurate. May occur a slip of the pen.
4 B2.2	All content points are covered and developed. Presents a relevant position. The arguments are well highlighted and appropriately supported, but may lack focus.	Clear, coherent text with a variety of connectors to mark the relationships and paragraphs.	Shows a relatively high degree of grammatical control, minor flaws and non-systematic errors can occur.	A good command of quite a broad lexical repertoire, appropriately used to avoid repetition.	Spelling reasonably accurate, writing intelligible, may contain contractions and a few errors which are difficult to spot.
3 B2.1	All content points are covered and developed. Presents a relevant position, but may have a tendency to overgeneralise. May include irrelevant and redundant information.	Mostly continuous writing with appropriate connectors and paragraphing. May occasionally lack coherence.	A mix of simple and complex sentence forms is used with occasional inaccuracies which do not lead to misunderstandings.	Sufficient range of vocabulary, appropriate for the task, incorrect word choice can occur without hindering communication.	Intelligible writing, spelling accurate, occasional or non-systematic errors may occur.
2 B1	Some content points are mentioned and developed. Present a position, but it may be unclear and/or not supported. Provides irrelevant and redundant information.	Links sentences into a connected text with simple connectors like 'and', 'but' and 'because'. Ideas may lack coherence and appropriate paragraphing.	Simple and frequently used structures predominate; errors and inappropriacies do not reduce the communicative effect.	Good control of elementary vocabulary to complete the task; there may be inappropriate word choice, frequent simplifications or repetition. May overuse lexis from the prompt.	Spelling is accurate enough to be followed most of the time.
1 A2	The text bears some relevance to the topic. A position is not expressed.	Ideas partly organised, generally intelligible.	Simple structures with errors predominate, occasionally reduce the communicative effect.	Limited vocabulary with faulty collocations and word choice which can reduce the communicative effect.	Spelling is inaccurate but the ideas can be followed throughout the text.
0	Not enough to evaluate. / The text bears no relevance to the task.	Not enough to evaluate. / The text bears no relevance to the task.	Not enough to evaluate. / The text bears no relevance to the task.	Not enough to evaluate. / The text bears no relevance to the task.	Not enough to evaluate. / The text bears no relevance to the task.

Number of words:

under **100** words – not enough to evaluate

100 – 165 words – lack of coverage