

**Table C4: WRITTEN ASSESSMENT CRITERIA GRID**

|             | Overall  | Range  | Coherence   | Accuracy  | Argument   |
|-------------|--|--|---|---|--|
| <b>C2</b>   | Can write clear, <i>highly accurate and smoothly flowing</i> 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 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. |
| <b>C1</b>   | 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, 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.   |
| <b>B2.2</b> | The level is significantly higher than the B2.1 descriptor below, but not yet as high as the descriptor for C1   | The level is significantly higher than the B2.1 descriptor below, but not yet as high as the descriptor for C1   | The level is significantly higher than the B2.1 descriptor below, but not yet as high as the descriptor for C1  | The level is significantly higher than the B2.1 descriptor below, but not yet as high as the descriptor for C1  | Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.  |
| <b>B2.1</b> | 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 an essay or report which develops an argument, giving 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.         |
| <b>B1.2</b> | The level is significantly higher than the B1.1 descriptor below, but not yet as high as the descriptor for B2   | The level is significantly higher than the B1.1 descriptor below, but not yet as high as the descriptor for B2   | The level is significantly higher than the B1.1 descriptor below, but not yet as high as the descriptor for B2  | The level is significantly higher than the B1.1 descriptor below, but not yet as high as the descriptor for B2  | 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.   |

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|-------------|---|---|--|---|--|
| <b>B1.1</b> | 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 very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. |
| <b>A2</b>   | 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>   |  |
| <b>A1</b>   | 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>   |  |

Source: Relating Language Examinations to the Common European Framework of Reference for Language: Learning, Teaching, Assessment (CEFR) – A Manual. 2009. Language Policy Division, Strasbourg with additional information from the CEFR, 2001.

