

Analytic Criteria - Writing B1-B2-C1 (5)

	B1			B2			C1							
Overall impression, register and task achievement	<p>Writes straightforward connected texts on familiar topics with reasonable precision, getting across the points they feel to be important.</p> <p>Satisfactory effect on the reader.</p> <p>Can express him/herself in a neutral register.</p> <p>All bullet points for TASK 1 are sufficiently developed. Some bullet points for TASK 2 are handled simplistically or may be underdeveloped.</p>			<p>Writes clear, detailed texts, evaluating information and making the relationship between ideas clear. Can highlight significant points and give details and examples, if appropriate.</p> <p>Positive effect on the reader.</p> <p>Some (but not full) command over register and style.</p> <p>All bullet points are developed satisfactorily, apart from minor omissions or irrelevances.</p>			<p>Writes clear, detailed, well-structured texts even on complex subjects. Where appropriate to the task, can highlight main ideas, integrating sub-themes, developing points and concluding appropriately.</p> <p>Very positive effect on the reader.</p> <p>Can use language effectively to adopt a tone, register & style appropriate for the task, with occasional minor lapses.</p> <p>All bullet points are developed thoroughly and effectively.</p>							
Cohesion, coherence and organisation	<p>Links a series of shorter, discrete elements into a connected sequence of points using the most frequently-used connectors.</p> <p>Produces continuous writing which is generally intelligible throughout.</p> <p>Layout, paragraphing and punctuation conventions are accurate enough to be followed most of the time.</p>			<p>Uses a limited number of cohesive devices to link text into clear, coherent text. However, there may be some disconnected sentences in a long contribution.</p> <p>Produces continuous writing, which is clearly intelligible throughout.</p> <p>Follows standard layout, paragraphing and punctuation conventions.</p>			<p>Produces well-organised, coherent text, using a variety of cohesive devices and organisational patterns to clearly mark the relationship between ideas.</p> <p>Text flows smoothly in spite of occasional minor flaws.</p> <p>Layout, paragraphing and punctuation are generally consistent and facilitate understanding of the text.</p>							
Lexical range and control	<p>Sufficient vocabulary for most familiar topics, though may anglicise L1 words. Lexical limitations may cause repetition. Gaps are evident when trying to express more complex ideas.</p> <p>Shows good control of elementary vocabulary and its spelling, but major errors still occur when expressing more complex thoughts.</p>			<p>Good range of vocabulary for matters connected to their field, and most general topics. Varies formulation to avoid frequent repetition. Lexical gaps may result in some circumlocution or paraphrasing.</p> <p>Lexical accuracy is generally high and spelling is reasonably accurate. However, some confusion and incorrect word choice does occur but without hindering communication.</p>			<p>Uses a broad lexical range appropriate to the task with only occasional gaps. Little resort to repetition and when it occurs it generally does not detract from the text.</p> <p>High degree of accuracy and appropriate use of lexical items and formulaic expressions. No significant lexical errors, but there be some minor slips with spelling</p>							
Grammatical range and accuracy	<p>Uses a repertoire of frequently-used structures.</p> <p>Shows reasonably good control of frequently-used structures.</p>			<p>Uses a variety of frequently-used structures and some complex structures.</p> <p>Relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding when using complex structures.</p>			<p>Can use a wide range of structures to express ideas with no sign of having to restrict what they want to say.</p> <p>Maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</p>							
Score	0	2	2,5	3	3,5	4	4,5	5	5,5	6	6,5	7	7,5	8

Insufficient language for assessment

Produces language, but it does not meet the B1 criteria

Meets some aspects of the B1 criteria

Goes beyond B1 in some aspects

Shows some aspects of B1 and some of B2

Almost B2, but doesn't fully meet all aspects of the B2 criteria

Goes beyond B2 in some aspects

Shows some aspects of B2 and some of C1

Almost C1, but doesn't fully meet all aspects of the C1 criteria

Goes slightly beyond the descriptors for C1 in some aspects

Goes clearly beyond the descriptors for C1