Idiomes UAB
Campus

Analytic Criteria - Writing B1-B2-C1

				B1				B2				C1		
Overall impression, register and task achievement	Insufficient language for assessment	Produces language, but it does not meet the B1 criteria	Meets some aspects of the B1 criteria	**Writes** straightforward connected texts on familiar topics with reasonable precision, getting across the points they feel to be important. **Satisfactory** effect on the reader. Can express him/herself in a neutral register. **All** bullet points for **TASK 1** are sufficiently developed. **Some** bullet points for **TASK 2** are handled simplistically or may be underdeveloped.	Goes beyond B1 in some aspects	Shows some apects of B1 and some of B2	Almost B2, but doesn't fully meet all aspects of the B2 criteria	**Writes** clear, detailed texts, evaluating information and making the relationship between ideas clear. Can highlight significant points and give details and examples, if appropriate. **Positive** effect on the reader. **Some** (but not full) command over register and style. **All** bullets points are developed satisfactorily, apart from minor omissions or irrelevances.	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	**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. **Very** positive effect on the reader. **Can** use language effectively to adopt a tone, register & style appropriate for the task, with occasional minor lapses. **All** bullets points are developed thoroughly and effectively.	Goes slightly beyond the descriptors for C1 in some aspects	Goes clearly beyond the descriptors for C1
Cohesion, coherence and organisation				**Links** a series of shorter, discrete elements into a connected sequence of points using the most frequently-used connectors. **Produces** continuous writing which is generally intelligible throughout. **Layout**, paragraphing and punctuation conventions are accurate enough to be followed most of the time.				**Uses** some cohesive devices to link text into clear, coherent text. However, there may be some disconnected sentences in a long contribution. **Produces** continuous writing, which is clearly intelligible throughout. **Follows** standard layout, paragraphing and punctuation conventions.				**Produces** well-organised, coherent text, using a variety of cohesive devices and organisational patterns to clearly mark the relationship between ideas. **Text** flows smoothly in spite of occasional minor flaws. **Layout**, paragraphing and punctuation are generally consistent and facilitate understanding of the text.		
Lexical range and control				**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. **Shows** good control of elementary vocabulary and its spelling, but major errors still occur when expressing more complex thoughts.				**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. **Lexical** accuracy is generally high and spelling is reasonably accurate. However, some confusion and incorrect word choice does occur but without hindering communication.				**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. **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		
Grammatical range and accuracy				**Uses** a repertoire of frequently-used structures. **Shows** reasonably good control of frequently-used structures.				**Uses** a variety of frequently-used structures and some complex structures. **Relatively** high degree of grammatical control. Does not make mistakes which lead to misunderstanding when using complex structures.				**Can** use a wide range of structures to express ideas with no sign of having to restrict what they want to say. **Maintains** a high degree of grammatical accuracy; errors are rare and difficult to spot.		
Score	**0**	**2**	**2.5**	**3**	**3.5**	**4**	**4.5**	**5**	**5.5**	**6**	**6.5**	**7**	**7.5**	**8**

N.B.

When the task does not develop the bullet points and is off the topic, examiners should award a 0 for the category 'Overall Impression, register and task achievement'.
When the task does not develop the bullet points, but is topic-related, 'Overall Impression, register and task achievement' should be strongly penalised. Examiners should award a 2 for task achievement, but can take into account register and overall impression for the overall score of this category.