

**Table C4: WRITTEN ASSESSMENT CRITERIA GRID**

	<b>Overall</b>	<b>Range</b>	<b>Coherence</b>	<b>Accuracy</b>	<b>Description</b>	<b>Argument</b>
<b>C2</b>	Can write clear, <i>highly accurate</i> and 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 and <i>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.
<b>C1</b>	Can write clear, well-structured and <i>mostly accurate</i> texts of complex subjects. Can <i>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.
<b>B2</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 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.
<b>B1</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 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.
<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> .	Can write very short, basic descriptions of events, past activities and personal experiences Can write short simple imaginary biographies and simple poems about people.	
<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> .	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, etc.	