

Formal letter rating scale (draft 7): initial AI result (round 1)

NAF Intensive Language Course · STANAG 6001 · official scale from the STANAG guidelines (not changed). The suggested wording and anchors are internal guidance for raters, prepared with Claude and checked by the teacher.

Part 1 – Audit

Cell	Current wording	Problem	Suggested wording
Task/tone 3	"Can write with considerable ease."	Not observable in a text; a rater cannot see "ease".	"Content is developed without signs of strain (no padding, repetition or unfinished points)."
Task/tone 2+ vs 2	2+: "appropriate ... but not consistently"; 2: "generally appropriate (80%)"	The two descriptors overlap: "not consistently" and "80%" describe the same thing.	2+: "Appropriate throughout; at most one or two isolated lapses (e.g. one informal phrase)." 2: "Mostly appropriate; several informal phrases, or the greeting or sign-off is inappropriate."
Task/tone 2	"Greeting and/or sign-off inappropriately used."	Written as a required feature of Level 2; a Level 2 letter with a correct greeting seems not to match.	"Greeting and/or sign-off may be inappropriate."
Task/tone 1+	"Simple informal letter."	Mixes register into the task heading; a 1+ text can be in a formal attempt.	"Simple letter; formal conventions attempted but not maintained."
Organisation 2+ vs 2	2+: "Shows some ability to arrange a series of paragraphs"; 2: "paragraphs contrast with and connect to other paragraphs"	Inversion: the 2+ wording sounds weaker than the 2 wording.	2+: "Arranges a series of paragraphs effectively; each paragraph has a clear focus, though links between them are not always smooth." 2: "Uses paragraphs that roughly follow the key points; links between paragraphs are basic."
Organisation 2	"Connected prose." (last line)	Repeats the first line of the cell.	Delete.
Organisation 1+	"No paragraphing."	Absolute; some 1+ texts have mechanical paragraph breaks.	"Paragraphing absent or not related to content."
Vocabulary 2+ vs 2	"can be readily understood by a native not used to..." / "can be understood by a native not used to..."	The only difference is "readily"; hard to apply.	Describe the effect of errors: 2+: "Errors rarely make the reader re-read." 2: "Errors sometimes make the reader re-read; occasionally the meaning changes."
Vocabulary 2 vs 1+	2: "may sometimes distort/change meaning"; 1+: "may sometimes impede/interfere with communication"	Both say "sometimes"; the difference between "distort" and "impede" is unclear.	2: "...occasionally change meaning, but the message is recoverable from context." 1+: "...frequently impede communication; some sentences cannot be understood without asking the writer."
Grammar 2 / 2+	2: "Passive Voice controlled"; 2+: "Present perfect controlled"	Order looks reversed: the present perfect is usually acquired earlier than the passive. Single structures as level markers are fragile.	2: "Past simple, present perfect and simple passive forms are mostly accurate." 2+: "Passive, conditionals and relative clauses are generally controlled; errors appear mainly in long, complex sentences."

Part 2 – Measurable markers

- 80% / 50% / 30% need a unit. A practical option: **the proportion of sentences (or clauses) in which the target feature is correct** – e.g. Grammar 2 "80%" = about 4 of 5 sentences with simple structures are error-free. This is a local rating convention, not an official STANAG rule.
- Tone 50% / 30% ("understanding of conventions"): count the conventions that are present – subject line, greeting, opening purpose sentence, polite request forms, closing formula, sign-off.
- "Passive Voice controlled" / "Present perfect controlled": not sure whether this order is intentional. STANAG 6001 describes grammar in general terms; specific structures are a local decision. I suggest the order above, but it should be checked by the rating team.

Part 3 – Anchor examples (task: Request to Change an Appointment)

Criterion	1+	2	2+
Task, tone	"Hello Mr supervisor, I can't come to meeting. Sorry. Maybe we meet other day?"	"Dear Major Ozols, I am writing to inform you that I cannot attend our meeting on Tuesday because I have training in Ādaži. Sorry for this. Maybe we can meet on Friday? See you!"	"Dear Major Ozols, I regret to inform you that I will be unable to attend our meeting on Tuesday, 14 October, as I have been ordered to take part in a logistics course. I apologise for any inconvenience. Would Friday, 17 October at 9:00 be convenient for you?"

Criterion	1+	2	2+
Organisation	"I have training. It is in Ādaži. Training is four days. I am sorry. Friday is good for me."	"First, I cannot come because I have training. Also I am sorry for this. So I suggest to meet on Friday."	"As a result, I will not be back in the office until Friday. In view of this, I would like to propose two alternative dates."
Vocabulary	"I have a big work in other place and I can not come to the meet."	"I received the order to participate in the logistic training, so I will be absent in that days."	"I have been assigned to a logistics course, which unfortunately coincides with our scheduled meeting."
Grammar	"Last week I get order and I go to training on Tuesday, so I not can come."	"When we agreed the meeting, I did not know about the training, because the order came only on Friday. We must to discuss the budget."	"If I had known about the course earlier, I would inform you sooner. The equipment report, which was requested last month, will be sent to you before the meeting."

Part 4 – Learner checklist (target Level 2)

- I can answer all the points in the task.
- I can start with a formal greeting (Dear Sir or Madam / Dear Major Ozols) and end with a formal sign-off (Yours faithfully / Best regards).
- I can say why I am writing in the first sentence.
- I can write one paragraph for each main point.
- I can link my ideas with words like however, in addition, as a result.
- I can use polite forms: I would like to..., Could you..., I would be grateful if...
- I can avoid informal words and short forms (can't, sorry, see you).
- I can use past tenses correctly when I describe what happened.
- I can check spelling, especially words that look similar (chose/chased, said/sad).
- I can write at least 170 words.