

Quick rating scale for teachers: Formal letter / email (STANAG 6001)

Aligned with the official "Formal letter rating scale, Plus levels, draft 7". Same criteria and levels, shorter descriptors that can be checked in the text. Target level for the NAF course is highlighted.

	Task, content, tone and register	Organisation, cohesion, coherence	Vocabulary, spelling	Grammar, punctuation
3	All points fully developed and clearly relevant; shows the complexity of the task. Tone and register right throughout.	Clear order that fits the purpose; ideas develop logically; transitions smooth.	Precise, formal, also low-frequency vocabulary; can express abstract ideas. Rare slips never disturb the reader.	Wide range of structures. Occasional errors only; they never affect understanding.
2+	All points developed with detail. Formal tone with at most 1–2 lapses. Less effective when giving opinions or answering objections.	Each paragraph has a clear focus; links mostly work, sometimes awkward.	Frequent precise and formal words, not always consistent. Errors rarely make the reader re-read.	Syntactic variety. Basic structures controlled; errors mainly in complex sentences. Present perfect controlled.
2	All points covered (one may be only implied); some content may be irrelevant. Mostly formal (about 4 of 5 sentences); greeting or sign-off may be wrong.	One paragraph per point (roughly); basic linkers (however, also, so), sometimes awkward.	Correct everyday vocabulary for the topic, some paraphrasing. Errors may change meaning, but it can be recovered from context.	Simple and compound sentences. Simple structures correct in about 8 of 10 sentences; complex ones avoided or inaccurate. Passive voice controlled.
1+	Some points missing; some content clearly irrelevant. Opening or ending missing, or about half the text informal.	Sentences grouped, but no paragraphs or paragraphs not related to content; transitions often missing.	Imprecise beyond everyday words; invented collocations, misspellings that create other words. The reader often has to guess.	Mostly simple, repetitive sentences. Basic errors (agreement, plurals, past forms) in about half of the sentences.
1	Only the basic intention; required points hard to find; no formal conventions.	Loose list of sentences or fragments; almost no linkers.	Very limited everyday words; frequent errors block communication.	Short sentences, often one tense only (often wrong); frequent errors block meaning.
0	Off topic or not enough text to rate.			

How to rate in 5 minutes

- Task:** tick each task point in the text. Missing point → max 1+.
- Organisation:** is there one paragraph per point, with linkers?
- Grammar:** take 10 sentences. Count sentences without errors in simple structures: 8–10 → 2 or higher, 5–7 → 1+, 0–4 → 1.
- Vocabulary:** underline words that make you stop and guess. Meaning recoverable → 2; you often have to guess → 1+.
- Overall level = the lowest of the four** (never an average).

1+ or 2? (most frequent doubt)

- Errors in **basic** grammar (these problem, no one come, an extra money) in many sentences → 1+.
- Errors mostly in longer or complex sentences → 2.
- Can a reader who is not used to non-native writing understand every sentence without guessing? Yes → 2. No → 1+.
- Formal attempt with a few informal phrases → 2; mostly informal or incomplete letter → 1+.

2 or 2+?

- Are there complex structures (passive, conditionals, relative clauses) that are mostly correct? Yes → 2+.
- Are there precise, formal words, not only everyday ones (faulty, compensation, coincide)? Yes → 2+.
- Is the tone formal from start to end, with at most 1–2 lapses? Yes → 2+.
- Examples for each boundary: see the boundary examples sheet.

The official scale is not changed. Counting rules (8 of 10 sentences etc.) are a local rating convention derived from the official 80% / 50% markers and agreed by the teacher; they are not official STANAG wording. Prepared with AI (Claude) and checked against real anonymised learner texts rated by the teacher and the STANAGbot chatbot.