

Level	Task, content and length, tone and register	Organization, cohesion and coherence	Vocabulary range and control, spelling	Grammatical range and accuracy, punctuation
3	Effective formal letter, with acknowledgement of the complexity of the task. Can write with considerable ease. All key points are fully developed. All information is clearly appropriate to the task. Tone (attitude, emotion) and register (communicative purpose, social context, standing of the writer) are appropriate for the occasion.	The relationship and development of ideas are clear, and key points are coherently ordered to fit the purpose of the text. Transitions are usually successful.	Sophisticated range and word form mastery, including formal, low-frequency, specialised vocabulary. Control of vocabulary and spelling is adequate to convey the message accurately. Occasional errors in vocabulary do not interfere with comprehension, and rarely disturb the native reader. Can convey abstract concepts.	Control of structure and punctuation is adequate to convey the message accurately. Errors are occasional, do not interfere with comprehension, and rarely disturb the native reader.
2+	Acceptable formal letter. All key points are developed, but the writer may not fully acknowledge the complexity of the task. Can provide considerable detail, however writes less effectively when supporting opinion, clarifying points, and answering objections. All information is clearly appropriate to the task. Tone (attitude, emotion) and register (communicative purpose, social context, standing of the writer) are appropriate for the occasion, but not consistently.	Can often organize ideas effectively and acceptably, but not consistently. Relatively coherent prose. Shows some ability to arrange a series of paragraphs. Flawed use of cohesive features will sometimes interfere with efforts to sustain argumentation. Organization and development of ideas may not be consistently clear, and transitions may occasionally be awkward.	Adequate range and frequent use of precise, specialised vocabulary, but there may be occasional inaccuracies that interfere with efforts to sustain argumentation. May be able to write about abstract concepts, but the use of low-frequency, formal expressions is inconsistent. <i>Can be <u>readily understood</u> by a native not used to reading materials written by non-natives.</i>	Demonstrates syntactic variety. Simple structures and basic grammatical relations are controlled. Occasional errors in more complex structures or punctuation only when elaborating on an argument or point of view. <i>Present perfect controlled.</i>
2	Simple formal. All key points are covered, but one of the key points may not be explicitly given. Some information may not be appropriate to the task. Tone (attitude, emotion) and register (communicative purpose, social context, standing of the writer) are generally appropriate (80%) for the occasion. <i>Greeting and/or sign-off inappropriately used.</i>	Can combine and link sentences into connected prose; paragraphs contrast with and connect to other paragraphs. Ideas may be roughly organized according to the key points or straightforward sequencing of events. Relationship of ideas may not always be clear, and transitions may be awkward. Connected prose.	Vocabulary use is appropriate for high frequency topics, with some circumlocutions. <i>Errors in vocabulary and spelling may sometimes distort/ change meaning.</i> <i>Can be understood by a native <u>not used</u> to reading material written by non-natives.</i>	Command of the written language is not always firm. A variety of simple and compound sentences. Simple, high frequency grammatical structures are typically controlled (80%), while more complex structures are used inaccurately or avoided. <i>Errors in grammar and punctuation may sometimes distort/ change meaning.</i> <i>Passive Voice controlled.</i>
1+	Simple informal letter. Some key points may not be covered. Some information is clearly not appropriate to the task. <i>Incomplete letter – missing intro or end.</i> Shows little understanding (50%) of the target culture's writing conventions - register (communicative purpose, social context, standing of the writer) are inappropriate for the occasion.	Shows some ability to connect a group of sentences coherently. <i>No paragraphing.</i> <i>Missing transitions at times.</i>	Vocabulary may be imprecise except for high frequency words. <i>Errors in usage and spelling may sometimes impede/ interfere with communication.</i> <i>Can be understood by native readers <u>used</u> to material written by non-natives; others may have to confirm meaning with the writer.</i>	Predominantly simple sentences, repetitive syntactic structures. Simple structures and basic grammatical relations, time references are often inaccurate (50%). <i>Errors in usage and punctuation may sometimes impede/ interfere with communication.</i>
1	<i>Simple, short letter.</i> Can only convey basic intention. Difficult to spot any of the required points, though the text has some relevance to the task. Shows no understanding (30%) of the target culture's writing conventions (communicative purpose, social context, standing of the writer).	Writing tends to be a loose collection of sentences (or fragments) on a given topic, with little evidence of conscious organization. Missing transitions and/or very few simple linking words.	Restricted range of simple everyday vocabulary. Errors in vocabulary and spelling are frequent; often impede/ interfere with communication. <i>Can be understood by native readers used to non-natives' attempts to write.</i>	Grammar sufficient for basic communication only. Short, simple sentences, repetitive syntactic structures, often joined by common linking words. Preference/tendency to use one tense only (often the wrong one). Frequent errors in grammar and punctuation often interfere with communication.
0	Does not write (on the topic); not enough to evaluate.			