Criteria – Writing test

CEFR Levels	Below B1		B1		B2.1		B2.2		Above B2
Overall impression, register and task achievement	Can write a series of simple phrases and sentences.		Can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.		Can write clear, detailed and connected texts. Can develop an argument and highlight the main points. Some re-reading may be required.		Can write clear, detailed texts, evaluating information and making the relationship between ideas clear. Can highlight significant points and give details and examples, if appropriate. Overall positive effect on the reader.		Can express him/herself with clarity and precision using language effectively. Can create well-structured, developed texts, underlining the relevant issues, expanding and supporting points of view. Positive effect on the reader.
	Can perform and respond to basic language functions and uses the simplest common expressions for basic routines.		Can express him/herself in a neutral register.		Some command (but not full) over register and style.		Can use register and style consistently and appropriately.		Good awareness of register/style required for the task. Can use language effectively.
	Fails to fulfil significant parts of task in terms of content and organisation, with major omissions and/or irrelevancies.		Task completed partially in an adequate manner but includes some irrelevant information or it is handled simplistically.		Task is covered adequately with minor omissions, although some points may be handled more effectively than others. Content is largely relevant, with some redundancy and repetition.		Good completion of task requirements with no significant omissions and few irrelevancies.		Task requirements are completely fulfilled and developed with no irrelevances.
Cohesion, fluency and organization	Uses the most frequently occurring connectors to link simple sentences.		Links a series of shorter, discrete simple elements into a connected, linear sequence of points.		Uses a limited number of cohesive devices to link text into clear, coherent discourse. However, there might be some disconnected sentences in a long text.		Uses a variety of cohesive devices efficiently to clearly mark the relationship between ideas.		Controlled use of organizational patterns, connectors and cohesive devices throughout.
	Can make him/herself understood in very short utterances.		Produces continuous writing which is generally intelligible throughout.		Produces continuous intelligible writing.		Produces continuous writing, which is clearly intelligible.		Writes effortlessly with a natural smooth flow of language.
	Little attention to layout, paragraphing and punctuation conventions.		Layout, paragraphing and punctuation conventions are accurate enough most of the time.		Layout, paragraphing and punctuation conventions are reasonably accurate.		Follows layout, paragraphing and punctuation conventions.		Layout, paragraphing and punctuation are consistent and helpful.
Vocabulary range and control	Sufficient vocabulary for basic communicative needs and everyday transactions. Uses memorised phrases and formulaic expressions. Frequent misunderstanding in non-predictable situations.		Sufficient range of vocabulary on most topics pertinent to everyday life. Repetition and use of circumlocutions due to lexical limitations are apparent.		Sufficient range of vocabulary for most general topics, with some confusion and incorrect usage. Some repetition and use of circumlocutions to overcome lexical gaps.		Good range of vocabulary for most general topics. Varies formulation to avoid frequent repetition. Lexical gaps can cause imprecision and circumlocution without much sign of having to restrict what he/she wants to say.		Broad range of language on any topic. Command of idiomatic expressions and colloquialisms. Lexical gaps can be readily overcome with little sign of avoidance strategies.
	Control of a narrow repertoire of vocabulary only for concrete everyday needs.		Good control of elementary vocabulary. However, major errors still occur when expressing more complex thoughts or when dealing with unfamiliar topics and situations.		Good control of vocabulary. However, some major errors occur when expressing more complex thoughts.		Lexical accuracy is generally high, though some confusion and incorrect word choice does occur, without hindering communication.		Occasional minor slips, but no significant vocabulary errors.
	Can write with reasonable accuracy but not fully standard spelling.		Spelling is accurate enough to be followed most of the time but may show signs of L1 influence.		Spelling is reasonably accurate most of the time.		Spelling is reasonably accurate.		Spelling is accurate, apart from occasional slips of pen.
Grammatical range and accuracy	Sentence structures are simple and limited.		Sentence structure is generally simple, with little variety. Only occasional use of more complex sentence structure.		Uses some complex structures.		Uses a range of complex sentence structures.		Uses a very good variety of complex structures.
	Uses some simple structures correctly but still makes basic mistakes systematically.		Generally good control of basic structures with noticeable L1 influence.		Good control of basic grammatical structures with some systematic errors regarding more complex structures.		Relatively high degree of grammatical control, with occasional slips or non-systematic errors.		High degree of grammatical accuracy. Errors are rare.
Score	**2**	**2.5**	**3**	**3.5**	**4**	**4.5**	**5**	**5.5**	**6**

The evaluation of the writing test is based on four independent assessment criteria:

- Overall impression, register and task achievement
- Cohesion, fluency and organisation
- Vocabulary range and control
- Grammatical range and accuracy

These criteria are equally weighted and were developed adapting the following descriptors from scales and subscales of the Common European Framework of Reference for Languages (CEFR):

- Overall written production, p. 61
- Overall written interaction, p. 74
- Thematic development, p. 125
- Sociolinguistic appropriateness, p. 122
- Coherence and Cohesion, p. 125
- General Linguistic Range, p. 110
- Vocabulary Range, p. 112
- Vocabulary Control, p. 112
- Orthographic Control, p. 118
- Grammatical Accuracy, p. 114