

Rating scale for writing – FP1, 2 & 3

Test takers need to fulfil the following criteria for task achievement:

- instructions are followed precisely
- text is submitted on time
- word limit requirements are met
- text is relevant to the prompt and supported with examples and ideas of relevance

FP3	FP2	FP1	Descriptors for VOCABULARY	Descriptors for GRAMMAR	Descriptors for TEXTUAL COMPETENCE
1 C2			<p>Has an <i>excellent</i> command of a very broad (<i>also low-frequency items</i>) lexical repertoire including idiomatic expressions (<i>no L1 interference on phrasal level</i>) and colloquialisms (<i>where appropriate</i>); shows awareness of connotative levels of meaning.</p> <p>Makes use of connotative levels of meaning to his / her purpose. Where appropriate, avoids repetition through flexible exploitation of word fields (synonyms, antonyms, hyponyms etc.). Consistently correct (<i>does not use approximations but precise terms</i>) and appropriate (<i>precise and finer shades of meaning; specificity of vocabulary to the topic</i>) use of complex vocabulary, including consistently correct and appropriate use of a broad repertoire of collocations, lexical phrases and patterns (including prepositional phrases, lexically conditioned verb complementation and phrasal verbs – <i>can be looked up in dictionary</i>). Spelling.</p>	<p>Maintains consistent grammatical control of complex language even when dealing with cognitively demanding content.</p> <p>Shows confident handling of a wide range of constructions and punctuation appropriate to the given genre; well-formed sentences showing awareness of focusing devices, passive constructions, etc.; observing principle of endweight; no errors of agreement, tense (choice and form), number, word order (including marked word order like cleft sentences, inversion, extraposition, existential there), articles, expressions of modality, negation, relative clauses, adjectives / adverbs, conditional structures, conjunctions, comparative constructions, pronoun reference within sentences. No dangling participles. Meaning never obscured.</p>	<p>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and logical structure, which helps the reader to find significant points.</p> <p>Produces highly reader-friendly texts showing controlled use of organisational patterns (e.g. paragraphing, signposting). Consistently produces flawless paragraphs with logical relations between sentences leading to coherent and cohesive texts. Develops ideas clearly, making use of a variety of lexis, connectors, discourse markers and appropriate information structure.</p>
	2				
3	1		<p>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms (<i>where appropriate</i>); shows awareness of connotative levels of meaning. Consistently correct and appropriate use of vocabulary.</p>	<p>Consistently maintains a high degree of grammatical accuracy, where errors are rare and insignificant.</p> <p>Hardly any errors of agreement, tense, number, word order (including marked word order like cleft sentences, inversion, extraposition, existential there), articles, expressions of modality, negation, relative clauses,</p>	<p>Can write a clear and readable text which does not put strain on the reader. Most paragraphs are well developed. Ideas and sentences are linked logically. Shows control of a variety of cohesive devices.</p>

				<i>adjectives / adverbs, conditional structures, conjunctions, comparative constructions, pronoun reference within sentences.</i>	
4 C1	2 C1	1 C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; (...). <i>Some use of idiomatic expressions and colloquialisms (where appropriate).</i> Occasional minor slips but no significant vocabulary / spelling errors.	Consistently maintains a high degree of grammatical accuracy <i>although occasional errors may occur.</i> <i>Uses a limited number of complex constructions correctly (such as sentence types deviating from SVO pattern, modals, adverbials, etc.). Accurate but unambitious use of grammatical structures. Grammatical inaccuracy in the text does not impede overall understanding. Occasional errors of agreement, tense, number, word order, articles, expressions of modality, negation, etc.</i>	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues. <i>Can write a clear text which does not put too much strain on the reader. Can produce well-developed paragraphs. Ideas and sentences are generally linked logically. Shows awareness of a variety of cohesive devices although occasional errors occur.</i>
5	3	2			
	4 B2+	3 B2+	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare.	Can use a variety of linking words efficiently to mark clearly the relationships between ideas. Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.
	5	4 B2	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause circumlocution. Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
		5			