Austrian University
ELTT Rating Scale for Writing

Version 01

developed by the

Austrian University ELTT Group

	VOCABULARY

1 **C2**	Has *an excellent* command of a very broad *(also low-frequency items)* lexical repertoire including idiomatic expressions *(no L1 interference on phrasal level)* and colloquialisms *(where appropriate)*; shows awareness of connotative levels of meaning. *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 *(does not use approximations but precise terms)* and appropriate *(precise and finer shades of meaning; specificity of vocabulary to the topic)* 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 – can be looked up in dictionary). Spelling.*
2	
3	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms *(where appropriate)*; shows awareness of connotative levels of meaning. Consistently correct and appropriate use of vocabulary.
4	
5 **C1** **Pass**	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; (…). *Some use of* idiomatic expressions and colloquialisms *(where appropriate)*. Occasional minor slips but no significant vocabulary / spelling errors.
6	

	GRAMMAR

1 **C2**	Maintains consistent grammatical control of complex language even when dealing with cognitively demanding content.
	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 end-weight; 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.
2	
3	Consistently maintains a high degree of grammatical accuracy, where errors are rare and insignificant.
	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, adjectives / adverbs, conditional structures, conjunctions, comparative constructions, pronoun reference within sentences.*
4	
5 **C1** **Pass**	Consistently maintains a high degree of grammatical accuracy *although occasional errors may occur.*
	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.
6	

TEXTUAL COMPETENCE

1 **C2**	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and logical structure, which helps the reader to find significant points. *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.*
2	
3	*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.*
4	
5 **C1** **Pass**	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues. *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.*
6	

TASK ACHIEVEMENT

1 **C2**	Complete task achievement. All content points addressed and developed appropriately. All text type requirements met. *All salient points contained in the prompt are cogently elaborated and / or argued, supported with examples and ideas of relevance.* *Text shows all essential genre-specific characteristics: style / register, layout, conventional text elements (e.g. introduction, main body, conclusion in an argumentative text). Text may show ironic, allusive, figurative use of language and other creative elements (e.g. successfully challenging the conventions of the genre).*
2	
3	Satisfactory task achievement. All content points addressed and most developed appropriately. Text type requirements largely met. *All salient content points in the prompt are addressed, and most are supported with examples and ideas of relevance. Text shows the essential genre-specific characteristics, although occasionally minor elements may be missing (e.g., subject line in a letter).*
4	
5 **C1** **Pass**	Sufficient task achievement. Most content points addressed and clearly noticeable attempts at developing them. Text type clearly recognisable. *Most of the salient points in the prompt are addressed, of which most are supported with examples and ideas of relevance. The reader has no difficulty identifying the text type although an essential element may be missing. Word limit met within a tolerance margin of +/- 20 per cent.*
6	