

OVERALL IMPRESSION, TASK ACHIEVEMENT & REGISTER	LEXICAL RANGE & CONTROL	L	GRAMMAR RANGE & CONTROL	ORGANISATION, COHERENCE & COHESION
<ul style="list-style-type: none"> Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted. (CW-62) Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. (RE-62) Can provide an appropriate and effective logical structure which helps the reader to find significant points. (RE-62) 	<ul style="list-style-type: none"> Good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. (VR-112) Consistently correct and appropriate use of vocabulary. (VC-112) 	8 C2	<ul style="list-style-type: none"> Maintains consistent grammatical control of complex language. (GA-114) <i>Comprehensive and reliable mastery of a very wide range of grammatical and sentence structures.</i> 	<ul style="list-style-type: none"> Can create coherent and cohesive text making full & appropriate use of a variety of organisational patterns and a wide range of cohesive devices. (CC-125) Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation. (GS-24) Writing is orthographically free of error – there are no spelling mistakes. (OC-118)
<ul style="list-style-type: none"> Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively (OWI-83) Can express him/herself with clarity and precision in personal correspondence using language flexibly and effectively, including emotional, allusive and joking usage. (CO-83) Can write clear, detailed well-structured and developed descriptions and imaginative texts in an assured, personal and natural style appropriate to the reader in mind. (CW-62) Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. (RE-62) 	<ul style="list-style-type: none"> Good command of a broad lexical repertoire with few gaps. (VR-112) Gaps are readily overcome by paraphrasing with a notable level of clarity and precision and little recourse to obvious avoidance strategies. (VR-112) Good command of idiomatic expressions, colloquialisms and synonyms. (VR-112) Occasional minor slips, but no significant vocabulary errors. (VC-112) 	7 C1.2 (C1)	<ul style="list-style-type: none"> Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. (GA-114) <i>Can select an appropriate formulation from a broad range of grammatical structures.</i> 	<ul style="list-style-type: none"> Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. (T1-24) Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate apart from occasional slips of the pen. (OC-118) Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. (TD-125) Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, in an appropriate and effective style and a logical structure. (OWP-61)
<ul style="list-style-type: none"> Can write clear, structured texts on quite complex subjects, identifying the relevant salient issues, in an appropriate and fairly effective style and structure. (OWP-61*) Shows some capacity for appropriate, flexible and effective use of emotional, allusive and joking language in correspondence. (CO-83*) Can write clear, detailed, well-structured and developed descriptions and imaginative texts in a natural style appropriate to the reader in mind. (CW-62*) 	<ul style="list-style-type: none"> Fairly good command of quite a broad lexical repertoire with occasional gaps. (VC-112*) Gaps can be overcome by paraphrasing, despite some evidence of recourse to obvious avoidance strategies. (VC-112*) Some use of idiomatic expressions, colloquialisms and synonyms. (VR-112*) Occasional slips in control, but few significant vocabulary errors. (VC-112*) 	6 C1.1	<ul style="list-style-type: none"> Can express him/herself with a reasonable degree of clarity and precision, relating to the addressee with some flexibility and effectiveness. (OWI-83*) <i>Maintains a high degree of accuracy, errors may occur with low frequency structures.</i> 	<ul style="list-style-type: none"> Some controlled use of organisational patterns, connectors and cohesive devices. (GS-24*) Layout, paragraphing and punctuation are generally consistent and helpful. Spelling is quite accurate apart from occasional slips of the pen. (OC-118*) Can give descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. (TD-125*)
<ul style="list-style-type: none"> Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (RE-62) Can evaluate different ideas or solutions to a problem. (RE-62) Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (CO-83) Can express news and views effectively in writing, and relate to those of others. (OWI-83) 	<ul style="list-style-type: none"> Has a good range of vocabulary for matters connected to his/her field and most general topics. (VR-112) Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (VR-112) Lexical accuracy is generally high, though some confusion and incorrect word choice occur without hindering communication. (VC-112) 	5 B2.2 (B2)	<ul style="list-style-type: none"> Good grammatical control. (GA-114) Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. (GA-114) <i>Wide structural range.</i> 	<ul style="list-style-type: none"> Can use a variety of linking words efficiently to mark clearly the relationships between ideas. (C&C-125) Spelling and punctuation are reasonably accurate but may show signs of MT influence. (OC-118) Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. (TD-125) Can write clear detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. (OWP-61)

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<ul style="list-style-type: none"> 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. (RE-62) Can synthesise information and arguments from a number of sources. (RE-62) Can write clear detailed descriptions on a variety of subjects related to his/her field of interest. (CW-62) Can write a review of a film, book or play. (CW-62) 	<ul style="list-style-type: none"> Has a fairly good range of vocabulary for most matters connected to his field and some general topics (VR-112*) Some evidence of an ability to vary formulation in order to avoid repetition, but lexical gaps may lead to hesitation and circumlocution. (VR-112*) Lexical accuracy is quite high, though some confusion and incorrect word choice may hinder communication. (VC-112*) 	4 B2.1	<ul style="list-style-type: none"> Shows relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (GA-114) <i>Sufficient range of structures to give clear descriptions, express viewpoints and develop arguments.</i> <i>Can use complex sentence forms but with possible errors of form and usage, or very accurate but with little attempt to use more complex language.</i> 	<ul style="list-style-type: none"> Can use a variety of linking words efficiently to mark clearly the relationships between ideas. (CC-125) Spelling and punctuation are not always accurate and mother tongue influence may be apparent. (OC-118*) Can develop a description or narrative, expanding and supporting his/her main points reasonably successfully with supporting detail and examples. (TD-125*)
<ul style="list-style-type: none"> Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as books, films - describing experiences, feelings and events in some detail. (CO-83) Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. (OWI-83) Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (OWI-83) Can write notes conveying simple information of immediate relevance to people who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. (NMF-84) Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest, including accounts of experiences, describing feelings and reactions in simple connected text. (CW-62) Can write a description of an event, a recent trip - real or imagined. (CW-62) Can narrate a story. (CW-62) Can write short, simple essays on topics of interest. (RE-62) Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. (RE-62) Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. (RE-62) 	<ul style="list-style-type: none"> Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (VR-112) Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (VC-112) 	3 B1	<ul style="list-style-type: none"> Communicates with reasonable accuracy in familiar contexts; generally good grammatical control though with noticeable mother tongue influence. Errors occur, but it is usually clear what he/she is trying to express. (GA-114) Uses reasonably accurately a repertoire of frequently used grammatical 'routines' and patterns associated with more predictable situations. (GA-114) 	<ul style="list-style-type: none"> Can produce continuous writing which is generally intelligible throughout. (OC-118) Spelling, punctuation and layout are accurate enough to be followed most of the time. (OC-118) Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. (CC-125) Can produce simple connected text on topics which are familiar or of personal interest. (T1-24) Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. (T1-24) Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (TD-125) Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (OWP-61)
<ul style="list-style-type: none"> Can write very simple personal letters of thanks and apology. (CO-83) Can write short, simple formulaic notes relating to matters of immediate need. (OWI-83) Can write short simple messages relating to matters in areas of intermediate need. (NMF-84) Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job; everyday aspects of his/her environment, people, places, a job or study experience; short, basic descriptions or events; past activities and personal experiences; short, simple imaginary biographies. (CW-62) 	<ul style="list-style-type: none"> Has significant vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (VR-112) Has sufficient vocabulary for the expression of basic communicative needs. (VR-112) Can control a narrow repertoire dealing with concrete everyday needs. (VC-112) 	2 A2	<ul style="list-style-type: none"> Uses some simple structures correctly, but still systematically makes basic mistakes – e.g. tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (GA-114) 	<ul style="list-style-type: none"> Can use the most frequently-occurring connectors to link simple sentences to tell a story or describe something as a simple list of points. (CC-125) Can tell a story or describe something in a simple list of points. (TD-125) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (OC-118) Can link groups of words with simple connectors like 'and', 'but' and 'because'. (CC-125, OWP-61)
<ul style="list-style-type: none"> Can write a short simple postcard. (CO-83) Can ask for or pass on personal details in written form. (OWI-83) Can write numbers & dates, own name, nationality, address, age, date of birth or arrival in the country, e.g.. a hotel registration form. (NMF-84) Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. (CW-62) 	<ul style="list-style-type: none"> Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (VC-112) 	1 A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical structures and sentence patterns in a learnt repertoire. (GA-114) 	<ul style="list-style-type: none"> Can link words or groups of words with very basic linear connectors like 'and' and 'then'. (CC-125) Can write simple isolated phrases and sentences. (OWP-61)

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CO-83 Correspondence, p83	VR-112 Vocabulary Range, p112	GA-114 Grammatical Accuracy, p114	CC-125 Coherence & Cohesion, p125
CW-62 Creative Writing, p62	VC-112 Vocabulary Control, p112	OWI-83 Overall Written Interaction, p83	GS-24 Global Scale, p24
NMF-84 Notes, Messages & Forms, p84			TD-125 Thematic Development, p125
RE-62 Reports & Essays, p62			OWP-61 Overall Written Production, p61
OWI-83 Overall Written Interaction, p83			OC-118 Orthographic Control, p118
OWP-61 Overall Written Production, p61			