

## Assessment criteria for writing

These assessment criteria cover all tasks (Note that the candidate product should not be assessed according to one criterion only)

LEVEL 6 General criteria	Flexibility	Coherence/ cohesion	Propositional precision/ range/idiomaticity	Grammatical accuracy	Communicating (e.g. describing, narrating, reporting)	Creative writing	Report/essay/ opinion
<b>Can write different types of texts almost as competently as a native speaker. Is able to write well-structured, logical texts, rich in nuances, and in a personal style that is appropriate with regard to the assumed reader.</b>	Can flexibly formulate ideas by using a variety of language means -to eliminate vagueness -to give emphasis, and -to accommodate language use according to the audience and the situation.	Can create consistent content and form by making full and appropriate use of a variety of organisational patterns and a wide range of means to improve coherence and cohesion.	Can convey even finer shades of meaning precisely. Uses accurately and with variety a wide range of qualifying devices (e.g., adverbs expressing degree). Holds a very extensive vocabulary and can use idiomatic and connotative expression consistently, correctly and appropriately (e.g. irony, joking)	Maintains consistent grammatical control of complex language; only occasional 'slips' may occur.	Can present clear and fluent reports as well as skillful and impressive descriptions and accounts.	Can write clear, fluent and interesting stories and descriptions using a style appropriate to the genre.	Can produce clear, fluent and demanding reports, articles and essays which have an appropriate and effectively progressing logical structure.

### LEVEL 5 -> 6

- ▶ Expression is more accurate and varying.
- ▶ Expression contains more idiomaticity.
- ▶ The abstraction level in the content is higher.

LEVEL 5 General criteria	Flexibility	Coherence/ cohesion	Propositional precision/range/ idiomaticity	Grammatical accuracy	Communicating (e.g. describing, narrating, reporting)	Creative writing	Report/essay/ opinion
<b>Can write clear, well-structured, detailed and smoothly flowing texts on a variety of subjects, in an appropriate style. Is able to present and justify his/her opinions even on complex topics. The use of less frequently used words and complicated grammatical structures may, however, cause some difficulties.</b>	As on Level 4: Can adjust what he/she expresses according to the purpose of the text, recipient and the level of formality of the situation in both familiar and somewhat less familiar text types.	Can produce clear and logically progressing text showing relatively controlled use of text organizers and cohesive devices.	Has a good vocabulary in general topic areas. Only seldom has to rely on using avoidance strategies. Is able to use, with ease, circumlocutions and uses idiomatic expressions fairly naturally. Occasional slips may occur, no significant vocabulary errors. Can express precisely e.g. certainty/ uncertainty, belief /doubt, likelihood.	Controls almost all grammatical structures. Texts can contain some unnatural forms.	Can present reports fluently. Can express clear, detailed descriptions and accounts of complex matters. Can combine different subthemes and develop details and complement the text with an appropriate ending.	Can write clear, detailed, well-structured and well-developed descriptions, and texts from imaginary topics with a certain, personal and natural style, which is well suited for the target audience.	Can write clear, well-structured accounts of complex topics and highlight important things. Can to some extent expand and support his/her opinion with extra details and justifications as well as apt examples.

<b>LEVEL 4 General criteria</b>	<b>Flexibility</b>	<b>Coherence/ cohesion</b>	<b>Propositional precision/range/ idiomaticity</b>	<b>Grammatical accuracy</b>	<b>Communicating (e.g. describing, narrating, reporting)</b>	<b>Creative writing</b>	<b>Report/essay/ opinion</b>
<b>Can write both private and semi-official texts and present his/her ideas coherently. Is able to express his/her opinion fairly extensively and emphasise the relevant salient issues. Can differentiate between formal and informal language, but may occasionally use inappropriate expressions.</b>	Can in familiar and less familiar text types adjust what he/she writes according to the purpose of the text, recipient and the situation	Can use a variety of linguistic means to mark relationship between ideas and to produce coherent text, although there may be some lack of coherence in long contributions.	Can convey information fairly accurately and almost in detail. Has a good range of vocabulary for general topics. Can avoid extensive repetition. Occasional wrong word choices and mixups do not cause misunderstanding.	Controls grammatical structures relatively well. Minor flaws in structures may occur, but they not lead to misunderstanding.	Can present clear, detailed accounts and reports on a variety of topics, but particularly on such topics that are of personal interest. Can highlight essential matters and express relevant, supporting examples. Can explain his/her opinion on a current issue and present advances and disadvantages for different alternatives	Can write clear and detailed accounts of real and imaginary events and show relationships between thoughts and follow the fixed practices related to the text style. Can write a film, book and play review.	Can write an essay or report, in which she/he develops an argument systematically, highlighting central issues and bringing forth supporting details, advances and disadvantages. Can evaluate different thoughts and solutions to problems. Can make a synthesis of information and arguments taken from different sources.

**LEVEL 3 -> 4**

- ▶ More variety in expression.
- ▶ Level of abstraction is higher.
- ▶ Writer makes the difference between formal and informal register.

<b>LEVEL 3 General criteria</b>	<b>Flexibility</b>	<b>Coherence/ cohesion</b>	<b>Propositional precision/range/ idiomaticity</b>	<b>Grammatical accuracy</b>	<b>Communicating (e.g. describing, narrating, reporting)</b>	<b>Creative writing</b>	<b>Report/essay/ opinion</b>
<b>Can write simple, coherent text about general topics. Text content is comprehensible, but some unclear expressions and illogical formulations may occasionally cause pauses in reading.</b>	Manages well everyday communication situations, but cannot sufficiently express the difference between formal and informal register.	Can write fairly coherent text.	Can express what he/she wishes in a comprehensible and fairly accurate manner. Errors, however, occur in expressing complex ideas or when the text type or topic is less familiar. Has sufficiently wide vocabulary to express him/herself on most topics pertinent to his/her everyday life (family, hobbies and interests, work, travel, etc.)	The use of grammatical structures follows the target language requirements in familiar situations. Though in more demanding situations the use of grammatical structures may be unnatural, the message is understood.	Can present simple descriptions and reports of different familiar topics that interest him/her. Can fairly fluently present a simple story or a description, by listing matters. Can explain details of unexpected event, e.g. an accident. Can explain the plot of a book or a film and his/her own reactions. Can describe dreams, hopes and aims and shortly express reasons and explanations to opinions, plans and actions.	Can write a detailed account of topic that interests him/her. Can write accounts of experiences and describe feelings and reactions in a simple coherent text. Can write a description of an event, such as a recently made or an imaginary trip.	Can write short, simple essays on interesting topics. Can draw conclusions and express opinions with some certainty on gathered information. Can write very short reports, which follow usual standard forms and which convey routine information.

<b>LEVEL 2 General criteria</b>	<b>Flexibility</b>	<b>Coherence/ cohesion</b>	<b>Propositional precision/range/ idiomaticity</b>	<b>Grammatical accuracy</b>	<b>Communicating (e.g. describing, narrating, reporting)</b>	<b>Creative writing</b>	<b>Report/essay/ opinion</b>
<b>Can write short, simple texts on everyday topics. Text can, however, be fragmented and contain expressions that are difficult to understand.</b>	Holds simple expressions that have been learnt as phrases and can use them in written everyday communicative situations.	Can use the most frequently occurring connectors (such as 'and', 'but' and 'because') to link simple sentences and random expressions in order to write a short text.	Can convey simple and straightforward information in familiar, routine communicative situations. Can control a narrow and concrete vocabulary that has to do with everyday needs.	Uses some simple structures correctly, but still systematically makes mistakes in basic structures, for example, mixes up tenses. Nevertheless, it is usually clear what he/she is trying to say.	Can present an account, tell a story or describe something by using a simple list. Can describe everyday things and matters from his/her surroundings, such as people, places, or a work- or study-related experiences as well events and actions shortly. Can describe plans and arrangements, customs, routines and personal experiences. Can use simple descriptive language in shortly expressing something about things and about owning and comparing them.	With linked sentences, can write about matters related to the everyday life of his/her surroundings, for example people, places or an experience related to work or study. Can write very short, basic descriptions of events, past actions and personal experiences.	Can express his/her opinion on matters related to him/her, but cannot necessarily give reasons.

**LEVEL 1 -> 2**    ► the text is more coherent and connected  
 ► the text has more content

<b>LEVEL 1 General criteria</b>	<b>Flexibility</b>	<b>Coherence/ cohesion</b>	<b>Propositional precision/range/ idiomaticity</b>	<b>Grammatical accuracy</b>	<b>Communicating (e.g. describing, narrating, reporting)</b>	<b>Creative writing</b>	<b>Report/essay/ opinion</b>
<b>Can write very short texts such as messages and post cards, and some simple sentences that deal with him/herself. The text is very fragmented and structurally incoherent, although intelligible to a degree.</b>	The text is only partly written according to its purpose. Thus the task requirements are only partly met.	Can connect some words and groups of words by using the most common linking words such as 'and', or 'then', though the text has mainly isolated expressions.	Covers individual words and phrases, that deal with simple everyday communication situations.	Covers only simple grammatical structures and sentences which have been learnt as phrases.	Can describe him-/herself, e.g. what he/she does and where lives.	Can write simple expressions and sentences which deal with the writer or imaginary people, for instance where they live and what they do.	

<b>LESS THAN 1</b>	<ul style="list-style-type: none"> <li>• The text contains some isolated words.</li> <li>• The text contains only some basics, such as contact information and 1-2 things about the writer (e.g. profession)</li> <li>• It is impossible to understand the text.</li> </ul>
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