

ELAE WRITING CRITERIA

STUDENT VERSION

Written work needs to fit all three descriptors to be placed at a level.

C2	<p>A - TASK FULFILLMENT: Can produce a fully developed response to the prompt without oversimplifying the concept being discussed. Can put forward relevant main and supporting ideas to express opinions skillfully and convincingly.</p> <p>B - COHERENCE & COHESION: Can produce a clear, well-structured, smoothly flowing text, whilst following the appropriate style and conventions throughout, including skillful use of paragraphing. Can make full and appropriate use of a variety of organisational patterns in order to organize ideas logically and effectively. Can make use of a wide range of cohesive devices (e.g. ellipsis, substitution, connectors) appropriately and accurately.</p> <p>C- LANGUAGE USE: Can (re)formulate ideas in differing ways to give emphasis, to differentiate and to eliminate ambiguity. Can consistently maintain grammatical control of a wide variety of complex language with almost complete accuracy. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case. Can use a wide variety of vocabulary accurately to convey precise and subtle meaning.</p>
C1	Aspects from both
B2 (Pass)	<p>A - TASK FULFILLMENT: Can write an essay that develops arguments to a good extent with appropriate and relevant supporting details, without being repetitive. Can give explanations and reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>B - COHERENCE & COHESION: Can organize ideas in well-structured, clear writing, which follows standard layout and paragraphing conventions. Can link ideas using a sufficient variety of cohesive devices appropriately and accurately to mark clearly the relationships between ideas.</p> <p>C- LANGUAGE USE: Can use a sufficient range of both simple and complex language structures with a relatively high level of grammatical control. Can use a wide variety of vocabulary accurately to convey precise and subtle meaning though there may be a couple of noticeable errors. Can vary formulation to avoid frequent repetition of words and structures. Occasional 'slips' or non-systematic errors that do not hinder understanding may occur but they are rare. Can express him/herself clearly and without much sign of restriction to give clear descriptions, express viewpoints and develop arguments.</p>
B1	<p>A - TASK FULFILLMENT: Can write an essay on abstract as well as concrete topics that develops relevant main arguments to a good extent, though some supporting details might need further development, or they might feel repetitive at times. Can explain the reasons for or against a particular point of view.</p> <p>B - COHERENCE & COHESION: Can organize main and supporting details in a logical, linear format, following paragraphing conventions. Can link ideas using a sufficient variety of cohesive devices mostly appropriately and accurately.</p> <p>C- LANGUAGE USE: Can use sufficient range of vocabulary to express him/herself. Can use reasonably accurately a repertoire of basic structures. There could be occasional mistakes with basic structures, but they rarely hinder understanding or put strain on the reader. There are attempts to use some complex structures, which may sometimes contain errors.</p>

A2+	Aspects from both
A2	<p>A - TASK FULFILLMENT: Can write a series of simple phrases and sentences in response to the essay prompt. There is an attempt to put forward relevant main ideas and supporting details, some of which may be irrelevant or clearly underdeveloped. The text could be around 200 words.</p> <p>B - COHERENCE & COHESION: Can use phrases and sentences linked with simple connectors like “and”, “but” and “because”. Text may contain expressions and show coherence problems, which make the text hard to understand.</p> <p>C- LANGUAGE USE: Can use basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information. Can use simple structures, but still makes basic mistakes. Errors may sometimes cause misunderstandings. Any attempt at complex structures has errors.</p>
A1	Does not meet the descriptors in A2 band OR is around 100 words only.