

ROMY'S MARKING GRID FOR WRITING ACROSS THE CEFR LEVELS													
C1 Grid													
B2 Grid													
B1 Grid													
A2 Grid													
			A1		A2		B1		B2		C1		C2
CONTENT <ul style="list-style-type: none"> Task achievement Effect on reader Format 	NO RATEABLE PERFORMANCE No rateable language. Totally incomprehensible. Totally irrelevant.	PERFORMANCE BELOW A1	Very simple tasks with language which has been amply rehearsed and which relates to matters of most immediate need handled successfully. More complex tasks cannot be fully addressed: individual ideas might be presented but there is no development.	A BIT OF BOTH	Simple tasks relating to familiar matters handled successfully. Most parts of more complex tasks addressed, but message only partly communicated to the reader; and /or not all content elements dealt with successfully.	A BIT OF BOTH	Overall, content elements addressed successfully. Support data might be missing or there might be irrelevant detail.	A BIT OF BOTH	All parts of the task and requirements addressed, although some parts may be more fully covered than others. Relevant main ideas presented, but some may be inadequately developed / unclear. Key aspects are presented, but details may be inappropriate.	A BIT OF BOTH	All parts of the task and requirements addressed. Main ideas presented, extended and supported, but there may be a tendency to overgeneralise and / or supporting ideas may lack focus. Key aspects are clearly presented, but could be more fully extended.	A BIT OF BOTH	All parts of the task and all the requirements fully addressed. Response fully developed with relevant, extended and supported ideas. Key aspects are clearly and appropriately presented, highlighted and illustrated
			Messages may not be communicated very successfully. The reader needs to be extremely sympathetic.		Message may only be partly communicated to the reader and / or considerable effort might be required on behalf of the reader.		Some effort required of the reader.		Message clearly communicated to reader. Overall, no effort required of the reader.		Message clearly communicated to reader. Overall desired effect on reader achieved. No effort required of the reader.		Writing has a very positive effect on the target reader.
ORGANISATION: COHERENCE AND COHESION <ul style="list-style-type: none"> Logic Control of linking devices, referencing... Paragraphing Punctuation 			Unless rehearsed, the response might be seriously incoherent.	A BIT OF BOTH	Response may contain some inconsistencies.	A BIT OF BOTH	Overall coherent response.	A BIT OF BOTH	Coherent response.	A BIT OF BOTH	Information and ideas sequenced logically. There is clear progression throughout.	A BIT OF BOTH	Cohesion attracts no attention. Information and ideas sequenced logically.
			Hardly any control of organisational features even at sentence level. The sentences are simply listed rather than connected and presented as a text.		Only short simple sentences. At times limited control of simple sentences. Use of simple linking devices such as 'and', 'or', 'so', 'but' and 'because'.		Mostly good control of simple sentences. Complex sentence forms attempted, but they tend to be less accurate than simple sentences. Cohesion is achieved by use of simple linking devices.		Good control of simple sentences and in general also of complex sentences. Cohesion is achieved by use of a range of linking devices.		Good control of simple and complex sentences.		Good control of all kinds of organisational devices including subtitles and bullet points.
							Information presented with some organisation.		Response is well organised.		Paragraphing used sufficiently and appropriately.		Paragraphing skilfully managed.

					Basic punctuation signs (full stop, question and exclamation marks) used correctly.		In general punctuation rules, also comma rules, applied correctly.		Punctuation rules applied correctly.		All punctuation signs even the rarer ones (columns, dashes) used correctly.
LEXIS <ul style="list-style-type: none"> • Appropriacy • Range • Accuracy 		Extremely limited range.	Limited range which is minimally adequate for the task and which may lead to repetition.		In general, appropriate and adequate range for the task.		Confident and ambitious use of a wide range of vocabulary within the task set.		Use of a wide range of vocabulary which allows some flexibility and precision. Less common lexical items are used with some awareness of style and collocation.		Use of a wide range of vocabulary with very natural and sophisticated control of lexical features.
		Hardly any control of spelling and word formation.	Limited control of spelling and / or word formation.		Errors, which do not reduce communication and are mainly due to inattention or risk taking.		Few minor errors which are non-impeding, perhaps due to ambitious attempts at more complex language.		Occasional errors in word choice, spelling and /or word formation are mainly due to risk taking.		Rare minor errors occur only as 'slips'.
GRAMMATICAL STRUCTURES <ul style="list-style-type: none"> • Appropriacy • Range • Accuracy 		Extremely limited range of structures.	Limited range of structures.		Sufficient range of structures for the task.		Confident and ambitious use of a wide range of structures within the task set.		Use of a wide range of structures.		Use of a wide range of structures with full flexibility and accuracy.
		Essentially no control of structures and punctuation	Frequent grammatical errors and faulty punctuation, which cause difficulty in terms of communication.		Errors, which do not reduce communication and are mainly due to inattention or risk taking.		Few minor errors which are non-impeding, perhaps due to ambitious attempts at more complex language.		The majority of sentences are error-free.		Rare minor errors occur only as 'slips'.

MARKING GRID FOR THE 'EPREUVE COMMUNE'

BAND	0	1	2	3	4	5	
CONTENT <ul style="list-style-type: none"> • Task achievement • Effect on reader • Format 	NO RATEABLE PERFORMANCE No rateable language. Totally incomprehensible. Totally irrelevant.	PERFORMANCE BELOW A1	A BIT OF BOTH	Simple tasks relating to familiar matters handled successfully. Most parts of more complex tasks addressed, but message only partly communicated to the reader; and /or not all content elements dealt with successfully.	A BIT OF BOTH	Overall, content elements addressed successfully. Support data might be missing or there might be irrelevant detail.	
				Messages may not be communicated very successfully. The reader needs to be extremely sympathetic.		Message may only be partly communicated to the reader and / or considerable effort might be required on behalf of the reader.	Some effort required of the reader.
				Unless rehearsed, the response might be seriously incoherent.		Response may contain some inconsistencies.	Overall coherent response.
ORGANISATION: COHERENCE AND COHESION <ul style="list-style-type: none"> • Logic • Control of linking devices, referencing... • Paragraphing • Punctuation 				Hardly any control of organisational features even at sentence level. The sentences are simply listed rather than connected and presented as a text.		Only short simple sentences. At times limited control of simple sentences. Use of simple linking devices such as 'and', 'or', 'so', 'but' and 'because'.	Mostly good control of simple sentences. Complex sentence forms attempted, but they tend to be less accurate than simple sentences. Cohesion is achieved by use of simple linking devices.
				Extremely limited range.		Limited range which is minimally adequate for the task and which may lead to repetition.	Information presented with some organisation.
LEXICAL STRUCTURES <ul style="list-style-type: none"> • Appropriacy • Range • Accuracy 	Hardly any control of spelling and word formation.	Limited control of spelling and / or word formation.	Basic punctuation signs (full stop, question and exclamation marks used correctly.				
GRAMMATICAL STRUCTURES <ul style="list-style-type: none"> • Appropriacy • Range • Accuracy 	Extremely limited range of structures.	Limited range of structures.	In general, appropriate and adequate range for the task.				
	Essentially no control of structures and punctuation	Frequent grammatical errors and faulty punctuation, which cause difficulty in terms of communication.	Errors, which do not reduce communication and are mainly due to inattention or risk taking.				
						Sufficient range of structures for the task.	
						Errors, which do not reduce communication and are mainly due to inattention or risk taking.	