

Advanced-level written production task evaluation criteria

Points used	Communication	Content of text and/or dealing with the topic	Text structure associated with text type (descriptive, narrative, instructive, argumentative and discussive texts)	Linguistic range	Grammatical correctness and severity of errors
99	Message is communicated extremely clearly, naturally, fluently and with finer shades of meaning.	The content of the text is extremely multifaceted and/or the handling of the topic is original.	The text is a unified, coherent whole. It has a clear structure suited to the text type, and is easy for the reader to follow.	The range of vocabulary and expressions is broad, idiomatic and suits the context very well.	The text has barely any linguistic errors and the individual errors do not hinder the message.
94	Message is conveyed clearly, naturally and fluently throughout.				
84	The message is conveyed clearly and naturally.	The content of the text is fairly multifaceted and/or the handling of the topic is fairly original.	The structure of the text is coherent and suits the text type, and the reader does not need to struggle to understand the whole. The text has a clear beginning and end.	The range of vocabulary and expressions is broadish, mostly idiomatic and suits the context.	The text has some linguistic errors, but the few errors do not hinder the message.
74	The message is mostly conveyed clearly and naturally.	The content of the text and handling of the text are ordinary.	The text may be somewhat incoherent, and the text type is realised inconsistently. The reader does, however, gain a good grasp of the whole.	The range of vocabulary and expressions consists of a fairly typical range of expression, which are suited to the context.	The text has some linguistic errors, some of which may hinder the message.

64	The message is not conveyed clearly at all times.	The content of the text is narrow and the handling of the topic ordinary.	The structure of the text is fragmented and the typical sequence required by the text type inconsistent.	The range of vocabulary and expressions consists of a typical range of expressions, which are not always suited to the context.	The text has several linguistic errors, some of which hinder the message.
54	The message is not conveyed clearly and at times not at all.	The content of the text is meagre or repetitive and the handling of the topic ordinary.	The structure of the text is extremely fragmented and the whole required by the text type is weakly in evidence.	The range of vocabulary and expressions is limited or often unsuited to the context.	The text has a significant number of linguistic errors, many of which hinder the message.
44	The message is poorly conveyed throughout, and in places not at all.	The content of the text is meagre or repetitive and/or the handling of it lacking.	The structure of the text is extremely fragmented and the whole required by the text type is not evident to the reader.	The range of vocabulary and expressions is extremely limited or unsuited to the context.	The text has linguistic errors even in the most simple expressions, and the errors seriously hinder the message.
28		The content of the text and the handling of the topic show major flaws.	The text is a random collection of isolated clauses which do not form a whole required by the text type.	The range of vocabulary and expressions is poor or unsuited to the context.	The text is permeated by linguistic errors and they hinder the message almost entirely.
14	The message is mostly not conveyed.	The content of the text and/or the handling of the topic barely correspond to the assignment.	The text is fully incoherent and does not form a recognisable text type or whole.	The range of vocabulary and expressions is extremely simple and/or completely unsuited to the context.	The frequent linguistic errors in the text almost completely hinder the message.
0	The message is not conveyed at all / does not correspond to any essential point in the assignment or the task has been left undone.				