

Band	Overall Task Fulfilment	Appropriateness of Language	Comprehension of Stimulus	Linguistic Features (Grammar & Cohesion)	Presentation Features (Spelling, Punctuation & Layout)
<b>6</b>	<ul style="list-style-type: none"> <li>All aspects of the task effectively fulfilled.</li> </ul>	<ul style="list-style-type: none"> <li>Entirely appropriate register, tone and lexis for the content.</li> <li>Material is clearly and logically organised.</li> </ul>	<ul style="list-style-type: none"> <li>Complete understanding of stimulus material and task instructions.</li> <li>Selects all relevant material from the stimulus notes.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of grammatical structures used accurately and flexibly.</li> <li>Fluent linking of ideas by appropriate cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>High level of accuracy in spelling and punctuation.</li> <li>Layout of letter is appropriate.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Generally fulfils the task, though occasional minor lapses/errors may indicate some limitations.</li> <li>Answer may be slightly too long or too short.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate register, tone and lexis for the context.</li> <li>A few inaccuracies do not impede communication.</li> <li>Organisation is mostly clear, with minor lapses in sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>Almost complete understanding of stimulus material and task instructions.</li> <li>Occasional omissions or irrelevancies do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate use of a range of grammatical structures.</li> <li>Generally appropriate use of cohesive devices.</li> <li>Occasional errors are not intrusive.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate spelling and punctuation.</li> <li>Occasional errors are not intrusive.</li> <li>Layout of letter is appropriate.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Able to manage the task, but restricted in range and flexibility by lapses or errors.</li> <li>Answer may be too long or too short.</li> </ul>	<ul style="list-style-type: none"> <li>Generally appropriate register, tone and lexis for the context, but errors are noticeable.</li> <li>Inappropriate organisation of information sometimes causes strain.</li> </ul>	<ul style="list-style-type: none"> <li>Generally accurate understanding of stimulus material and task instructions.</li> <li>Omissions or irrelevancies are noticeable (i.e. includes too little or too much information).</li> </ul>	<ul style="list-style-type: none"> <li>Uses a fair range of grammatical structures.</li> <li>Errors are noticeable and at times reflect limited grammatical resources.</li> <li>Inappropriate or insufficient cohesive devices sometimes cause strain.</li> </ul>	<ul style="list-style-type: none"> <li>Inaccuracies in spelling and punctuation are sometimes intrusive.</li> <li>Layout of letter is mostly appropriate.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Able to fulfil some task requirements, but significantly limited by frequent lapses/errors and/or restricted linguistic resources.</li> <li>Answer may be far too long or far too short.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently inappropriate register, tone and lexis for the context.</li> <li>Poor organisation of material causes serious strain.</li> </ul>	<ul style="list-style-type: none"> <li>Basic errors in comprehension of stimulus material and task instructions.</li> <li>Frequent inaccuracies and/or inappropriate selection of material.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of grammatical structures.</li> <li>Errors are frequent and intrusive, reflecting inadequate resources of grammar.</li> <li>Minimal or inappropriate use of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of spelling and punctuation.</li> <li>Frequent inaccuracies are intrusive.</li> <li>Layout of letter may be inappropriate.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Extremely limited communication due to constant errors and/or severely restricted linguistic resources.</li> <li>Very brief/significantly unfinished.</li> </ul>	<ul style="list-style-type: none"> <li>Often unintelligible.</li> <li>No evidence of organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Almost entirely misunderstands task and stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited grammatical resources, even in simple sentences.</li> <li>No attempt to use cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited control of spelling and punctuation.</li> <li>Layout of letter is inappropriate.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Almost non-existent.</li> </ul>	<ul style="list-style-type: none"> <li>Almost unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of understanding task or stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Impossible to follow, consisting of strings or isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Limited in all respects.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Candidate does not provide any response.</li> </ul>				

**Overview of Assessment Criteria***Overall Task Fulfilment*

This criterion assesses the candidate's performance on all the analytical criteria; additionally, it represents the assessor's general view of the effectiveness of the writing sample.

*Appropriateness of Language*

This criterion assesses several features of the task response, including accurate use of appropriate vocabulary and expression, as well as organisation and style. The assessment considers control of genre (letter of referral) and register (level of formality). In all genres, register is polite and relatively formal. The extent to which the response is logically organised in a more-or-less formulaic sequence appropriate to both task and professional context is also a relevant consideration.

*Comprehension of Stimulus*

This criterion assesses the extent to which the candidate understands the stimulus notes and task requirements. It focuses on the selection and transformation of relevant material from the notes and is thus concerned with adequacy of content (coverage of main points) and accuracy of interpretation of the task instructions.

*Linguistic Features (Grammar and Cohesion)*

This criterion assesses the extent to which the response demonstrates control of grammatical elements and cohesive devices to express and connect information clearly and unambiguously subordinate clauses etc. Cohesion refers to the use of appropriate pronouns, conjunctions and connectives, including the absence of redundancy and repetition.

*Presentation Features (Spelling, Punctuation and Layout)*

This criterion assesses the extent to which the candidate demonstrates control of spelling and conventions of punctuation to produce writing that reads clearly and without strain. This criterion also assesses the conventional layout of the letter, the inclusion of the addressee's name and address, and the opening and closing salutations.