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find links to all the scales on

<http://epep.at> (go to: Assessment → Useful assessment scales)

Writing: Overview of Text Types required for the Matura

Text type	Purpose	Target reader	Register	Structure
opinion essay	express one's opinion convincingly	general adult / academic	formal	title introduction (inc. thesis statement) 2-3 paragraphs conclusion
article	describe inform advise entertain recommend compare give opinion etc.	according to publication article is written for	formal / neutral / informal	title introduction (inc. controlling idea) 2-3 paragraphs conclusion
recommendation report	evaluate inform recommend describe etc.	person who assigned it (usually smb in authority)	formal	title/subject introduction (inc. purpose of report) 2- 3 sections (with headings) recommendations/conclusion
e-mail (letter)	inform complain apologize apply request invite etc.	any	formal / neutral / informal	salutation introduction (inc. purpose of writing) 2-3 paragraphs conclusion letter ending
narrative	reflect human life / relationships	general adult	neutral / informal (appropriate for narrative point of view)	title 3-4 paragraphs (plot, character, setting, point of view, theme?)

Writing task/test development

Components of the writing task:

- prompt: input text – stimulus/function (context, content, purpose); max.150 words; B1
- rubric: instructions (time, length, text type; B1)

Expected response: task developer(s) must also do task

CEFR Scales for Writing

http://www.coe.int/t/DG4/Portfolio/documents/Framework_EN.pdf

p. 83	OVERALL WRITTEN INTERACTION
C2	No descriptor available
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
B2	Can express news and views effectively in writing, and relate to those of others.
B1	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important
A2	Can write short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can ask for or pass on personal details in written form

p. 61	OVERALL WRITTEN PRODUCTION
C2	<i>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</i>
C1	<i>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i>
B2	<i>Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.</i>
B1	<i>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</i>
A2	<i>Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".</i>
A1	<i>Can write simple isolated phrases and sentences.</i>

p. 83	CORRESPONDENCE
C 2	No descriptor available
C1	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.
B2	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.
B1	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, or films.
	Can write personal letters describing experiences, feelings and events in some detail.
A2	Can write very simple personal letters expressing thanks and apology.
A1	Can write a short simple postcard

p. 62	CREATIVE WRITING
C2	<i>Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</i>
C1	<i>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</i>
B2	<i>Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</i>
	<i>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</i>
	<i>Can write a review of a film, book or play.</i>
B1	<i>Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.</i>
	<i>Can write accounts of experiences, describing feelings and reactions in simple connected text.</i>
	<i>Can write a description of an event, a recent trip - real or imagined.</i>
	<i>Can narrate a story.</i>
A2	<i>Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.</i>
	<i>Can write very short, basic descriptions of events, past activities and personal experiences.</i>
	<i>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</i>
	<i>Can write short, simple imaginary biographies and simple poems about people.</i>
A1	<i>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</i>

p. 62	REPORTS & ESSAYS
C2	<i>Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.</i>
	<i>Can provide an appropriate and effective logical structure which helps the reader to find significant points.</i>
C1	<i>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</i>
	<i>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</i>
B2	<i>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</i>
	<i>Can evaluate different ideas or solutions to a problem.</i>
	<i>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</i>
	<i>Can synthesise information and arguments from a number of sources.</i>
B1	<i>Can write short, simple essays on topics of interest.</i>
	<i>Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</i>
	<i>Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</i>
A2	<i>No descriptor available</i>
A1	<i>No descriptor available</i>

p.110	GENERAL LINGUISTIC RANGE
C2	<i>Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.</i>
C1	<i>Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.</i>
B2	<i>Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.</i>
	<i>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.</i>
	<i>Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.</i>
B1	<i>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</i>
A2	<i>Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content,</i>
	<i>Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.</i>
	<i>Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc..</i>
	<i>Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</i>
A1	<i>Has a very basic range of simple expressions about personal details and needs of a concrete type.</i>

p.112	VOCABULARY CONTROL
C2	<i>Consistently correct and appropriate use of vocabulary.</i>
C1	<i>Occasional minor slips, but no significant vocabulary errors.</i>
B2	<i>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</i>
B1	<i>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i>
A2	<i>Can control a narrow repertoire dealing with concrete everyday needs.</i>
A1	<i>No descriptor available</i>

p.112	VOCABULARY RANGE
C1	<i>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</i>
C1	<i>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</i>
B2	<i>Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</i>
B1	<i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.</i>
A2	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i>
	<i>Has a sufficient vocabulary for the expression of basic communicative needs.</i>
	<i>Has a sufficient vocabulary for coping with simple survival needs.</i>
A1	<i>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>

p.114	GRAMMATICAL ACCURACY
C2	<i>Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).</i>
C1	<i>Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</i>
B2	<i>Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.</i>
	<i>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</i>
B1	<i>Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</i>
	<i>Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</i>
A2	<i>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</i>
A1	<i>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</i>

p.118	ORTHOGRAPHIC CONTROL
C2	<i>Writing is orthographically free of error.</i>
C1	<i>Layout, paragraphing and punctuation are consistent and helpful.</i>
	<i>Spelling is accurate, apart from occasional slips of the pen.</i>
B2	<i>Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.</i>
	<i>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</i>
B1	<i>Can produce continuous writing, which is generally intelligible throughout.</i>
	<i>Spelling, punctuation and layout are accurate enough to be followed most of the time.</i>
A2	<i>Can copy short sentences on everyday subjects - e.g. directions how to get somewhere</i>
	<i>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.</i>
A1	<i>Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.</i>
	<i>Can spell his/her address, nationality and other personal details.</i>

p.125	THEMATIC DEVELOPMENT
C2	<i>No descriptor available</i>
C1	<i>Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</i>
B2	<i>Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</i>
B1	<i>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</i>
A2	<i>Can tell a story or describe something in a simple list of points.</i>
A1	<i>No descriptor available</i>

p.125	COHERENCE
C2	<i>Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.</i>
C1	<i>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</i>
B2	<i>Can use a variety of linking words efficiently to mark clearly the relationships between ideas.</i>
	<i>Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.</i>
B1	<i>Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</i>
A2	<i>Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</i>
	<i>Can link groups of words with simple connectors like "and", "but" and "because".</i>
A1	<i>Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</i>

p.122	SOCIOLINGUISTIC APPROPRIATENESS
C2	<i>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning</i>
	<i>Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly</i>
	<i>Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.</i>
C1	<i>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.</i>
	<i>Can follow films employing a considerable degree of slang and idiomatic usage.</i>
	<i>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</i>
B2	<i>Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</i>
	<i>Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.</i>
	<i>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</i>
	<i>Can express him or herself appropriately in situations and avoid crass errors of formulation.</i>
B1	<i>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register</i>
	<i>Is aware of the salient politeness conventions and acts appropriately</i>
	<i>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</i>
A2	<i>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</i>
	<i>Can socialise simply but effectively using the simplest common expressions and following basic routines</i>
	<i>Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.</i>
A1	<i>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc</i>

Assessment Scale for Written Work

Bauer/Pölzleitner

		Maximum Score	100	40
Task	achievement		30	10
Excellent to very good	All content points fully dealt with; wide range of ideas relevant to task Meets text type requirements including specified length Register and format consistently appropriate		30 29 28 27	10 9
Good	All content points dealt with; ideas relevant to task Some inconsistencies in text type requirements Register and format on the whole appropriate		26 25 24	8
Average	Most content points dealt with; sufficient valid ideas Several inconsistencies in text type requirements Reasonable, if not always successful, attempt made at appropriate register and format		23 22 21	7
Fair to Poor	Some content points dealt with; few valid ideas and/or repetitive Most content points mentioned; barely meets text type requirements Attempts at appropriate R/F are unsuccessful or inconsistent		20 19 18	6
Poor to very poor	Hardly any relevant content points dealt with Hardly any or no valid ideas Does not meet text type requirements		17 15 13 11-6	5-0
Organization	and Cohesion		20	10
Excellent to very good	Valid ideas organized effectively Variety of appropriate linking devices		20 19 18	10 9
Good	Valid ideas organized clearly Suitable linking devices		17 16	8
Average	Mainly valid ideas organized adequately Some simple linking devices		15 14	7
Fair to poor	Choppy; ideas organized inadequately Communication or purpose of writing sometimes obscured; repetitive Rare or incorrect use of linking devices		13 12	6
Poor to very poor	Confusing; ideas disconnected; lacks logical sequencing No appropriate linking devices		11 10-4	5-0
Range of	Grammar and Vocabulary		20	10
Excellent to very good	Wide range of appropriate vocabulary and structures to express valid ideas efficiently Ambitious attempts at advanced, idiomatic language		20 19 18	10 9
Good	Good range of appropriate vocabulary and structures Ambitious attempts at advanced language		17 16	8
Average	Moderate range of structures and vocabulary		15 14	7
Fair	Limited range of vocabulary and structures; very simple Evidence of direct translation; interference from mother tongue		13 12	6
Poor to very poor	Inadequate range of structures and vocabulary Lack of vocabulary obscures communication; essentially translation		11 10-4	5-0
Accuracy of	Grammar, Vocabulary and Spelling		30	10
Excellent to very good	Accurate word/idiom choice; confident handling of appropriate constructions to communicate efficiently and concisely Hardly any errors		30 29 28 27	10 9
Good	Language is generally accurate Possibly some errors but errors do not impede communication Demonstrates mastery of basic grammatical structures		26 25 24	8
Average	Well-formed sentences; generally accurate expression Possibly a number of errors but errors do not impede communication		23 22 21	7
Fair	Frequent errors of vocabulary, grammar or spelling Errors may obscure communication at times		20 19 18	6
Poor to very poor	Frequent errors distract the reader Frequent errors obscure communication		17 15 13-6	5-0

Assessment Scale for Written Work in Lower School

E. Pölzleitner

	Maximum Score	100
Task Achievement	and Organization	30
Excellent to very good:	Considerable variety of ideas, all content points elaborated Independent treatment of topic Relevant to assigned topic Valid ideas organized clearly	30 29 28 27
Good:	Several valid ideas, Most content points elaborated Adequate treatment of topic , Relevant to assigned topic Valid ideas organized clearly	26 25 24
Average:	Some valid ideas Some content points elaborated Somewhat choppy but main ideas stand out	23 22 21
Fair to Poor:	Limited variety of ideas Hardly any content points elaborated Choppy, loosely organized, Main ideas not always clear	20 19 18
Poor to very poor	Insufficient treatment of topic, No content point elaborated Non-fluent, ideas often confused or disconnected, lacks logical sequencing	17 15 13 11-0
Range of	Grammar and Vocabulary	35
Excellent to very good:	Wide range of appropriate vocabulary and structures Ambitious attempts at complex language	35 34 33 32
Good:	Good range of appropriate vocabulary and structures Ambitious attempts at complex language	32 31 30 29 28
Average:	Adequate range of structures and vocabulary	27 26 25 24
Fair:	Limited range of vocabulary and structures	23 22 21
Poor to very poor:	Narrow, inadequate range of structures and vocabulary	20 18 16 14-0
Accuracy of	Grammar, Vocabulary and Spelling	35
Excellent to very good:	Accurate word/idiom choice; confident handling of appropriate constructions; hardly any errors	35 34 33 32
Good:	Language is generally accurate, a few errors, mainly in areas that have not yet been taught	32 31 30 29 28
Average:	Well-formed sentences; generally accurate expression; a number of errors may be present but they do not impede with communication	27 26 25 24
Fair:	Frequent errors of vocabulary, grammar or spelling Errors may obscure communication at times	23 22 21
Poor to very poor:	Frequent errors distract the reader Frequent errors obscure communication	20 18 16-0

Schulnoten: 1(100-90%), 2 (89-80%), 3 (79-70%), 4 (69-60%), 5 (59-00%)

Elisabeth Pölzleitner

Assessment Scale B2

Assessment Scale B2			
	B2 Task Achievement*		B2 Organisation and Layout
10	<ul style="list-style-type: none"> ■ Requirements of set task type fully observed ■ Title / subject line / section headings / salutation / closing appropriate and precise ■ All content points addressed and fully developed ■ Relevant supporting details / examples are provided for all content points ■ Evaluates different ideas / facts / graphs or solutions to a problem very well TSD** ■ Explains advantages / disadvantages very well TSD ■ Gives very good reasons in support of / against points of view TSD ■ Successfully and convincingly highlights the personal significance of events / ideas TSD ■ Expresses news and views effectively and relates convincingly to those of others TSD ■ Set word length (+/-10%) observed 	10	<ul style="list-style-type: none"> ■ Performance has a very clear overall structure at the text level ■ Highly effective use of paragraphing ■ Develops points in a very clear and systematic way ■ Marks relationships between ideas in a very clear way ■ Uses a wide variety of linking devices ■ Follows standard layout for required task type throughout (visual)
9		9	
8	<ul style="list-style-type: none"> ■ Requirements of set task type almost fully observed ■ Title / subject line / section headings / salutation / closing appropriate ■ All content points addressed but one or two not fully developed ■ Relevant supporting details / examples provided for most content points (B2.2 R&E) TSD ■ Evaluates different ideas / facts / graphs or solutions to a problem well (B2.2 R&E) TSD ■ Explains advantages / disadvantages well TSD ■ Gives good reasons in support of / against points of view TSD ■ Successfully highlights the personal significance of events / ideas TSD ■ Expresses news and views effectively and relates well to those of others TSD ■ Set word length (+/-10%) observed 	8	<ul style="list-style-type: none"> ■ Performance has a clear overall structure at the text level ■ Good use of paragraphing ■ Develops points systematically (B2.2 R&E) ■ Most relationships between ideas marked ■ Uses a variety of linking devices (B2.2 C&C) ■ Follows standard layout for required task type throughout (visual)
7		7	
6	<ul style="list-style-type: none"> ■ Requirements of set task type mainly observed ■ Title / subject line / section headings / salutation / closing meaningful and adequately worded ■ Two out of three content points addressed, one of which may not be fully developed / all content points addressed, but none fully developed ■ Relevant supporting details / examples generally provided (B2 TD) ■ Some attempts to evaluate different ideas / facts / graphs TSD ■ Explains advantages / disadvantages adequately (B2.1 R&E) TSD ■ Gives some reasons in support of / against points of view (B2.1 R&E) TSD ■ Highlights the personal significance of events / ideas (B2 Correspondence) TSD ■ Expresses news and views effectively and relates to those of others (B2 OWI) TSD ■ Set word length (+/-10%) observed 	6	<ul style="list-style-type: none"> ■ Performance has a satisfactory overall structure at the text level ■ Generally follows paragraphing conventions (B2 OC) ■ Develops points largely systematically ■ Some relationships between ideas marked ■ Uses a limited number of linking devices (B2.1 C&C) ■ Has produced clearly intelligible continuous writing (B2 OC) ■ Follows standard layout (B2 OC) for required task type most of the time (visual)
5		5	
4	<ul style="list-style-type: none"> ■ Requirements of set task type partially observed ■ Title / subject line / section headings / salutation / closing not meaningful / not adequately worded / partially missing ■ Two out of three content points addressed but none fully developed / sometimes makes up and develops irrelevant content points ■ Not enough relevant supporting details provided / supporting details sometimes irrelevant or include irrelevant information ■ Poor attempts to evaluate different ideas / facts / graphs TSD ■ Poor attempts to explain advantages / disadvantages TSD ■ Gives poor reasons in support of / against points of view TSD ■ Fails to highlight the personal significance of events / ideas TSD ■ Little / no attempt to express news and views effectively TSD ■ Set word length (+/-10%) not observed 	4	<ul style="list-style-type: none"> ■ Performance has inadequate overall structure at the text level ■ Seldom follows paragraphing conventions ■ Links only shorter, simple elements into a connected linear sequence (B1 C&C) ■ Only a few relationships between ideas marked ■ Only some simple linking devices used ■ Has difficulty in producing clearly intelligible continuous writing ■ Follows standard layout for required task type only some of the time (visual)
3		3	
2	<ul style="list-style-type: none"> ■ Requirements of set task type not observed ■ Title / subject line / section headings / salutation / closing not included ■ Only one content point addressed / hardly any content points developed / frequently makes up and develops irrelevant content points ■ Hardly any relevant supporting details provided / supporting details mostly irrelevant ■ No attempts to evaluate different ideas / facts / graphs TSD ■ No attempts to explain advantages / disadvantages TSD ■ Gives no reasons in support of / against points of view TSD ■ No attempt to highlight the personal significance of events / ideas TSD ■ Unable to express news and views effectively TSD ■ Set word length (+/-10%) not observed 	2	<ul style="list-style-type: none"> ■ Performance has little if any structure at the text level ■ Paragraphing conventions largely ignored ■ Ideas are presented in a random order without logical connections ■ Lack of linking devices ■ Lacks clearly intelligible continuous writing ■ Standard layout largely ignored (visual)
1		1	
0	<ul style="list-style-type: none"> ■ Performance fails to address the task* ■ Insufficient language for assessment ■ Communication fails due to illegible handwriting 	0	<ul style="list-style-type: none"> ■ Performance shows no attempt at organisation

* If a test taker has written off topic, none of the other criteria will be assessed and a 0 should be awarded.

** **TSD, Task specific descriptor** means that this descriptor can only be applied to certain task types.

Assessment Scale B2

B2 Lexical and Structural Range		B2 Lexical and Structural Accuracy	
10	<ul style="list-style-type: none"> ■ Expresses him / herself very clearly without any sign of having to restrict what he / she wants to say ■ Uses a very good variety of structures ■ Uses a range of complex structures / sentence forms ■ Uses a very wide range of vocabulary for the set task ■ Varies formulation to avoid repetition* ■ Expresses him / herself very confidently, clearly and politely in a formal or informal register appropriate for the set task ■ Uses a very good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	10	<ul style="list-style-type: none"> ■ Very good structural control ■ Hardly any slips or errors ■ Excellent control of spelling ■ Lexical accuracy is very high; hardly any incorrect word choice ■ Highly accurate use of linking devices ■ Meets all expected standard punctuation conventions ■ No re-reading necessary
9		9	
8	<ul style="list-style-type: none"> ■ Expresses him / herself clearly without much sign of having to restrict what he / she wants to say (B2.2 GLR) ■ Uses a good variety of structures ■ Uses a range of complex structures / sentence forms ■ Uses a wide range of vocabulary for the set task ■ Varies formulation to avoid repetition* ■ Expresses him / herself confidently, clearly and politely in a formal or informal register appropriate (B2.2 SA) for the set task ■ Uses a good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	8	<ul style="list-style-type: none"> ■ Good structural control ■ Occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare (B2.2 GA) ■ Good control of spelling ■ Lexical accuracy is high; occasional incorrect word choice does not hinder communication ■ Accurate use of linking devices ■ Meets almost all expected standard punctuation conventions ■ No re-reading necessary
7		7	
6	<ul style="list-style-type: none"> ■ Expresses him / herself clearly though there may be some signs of restriction ■ Uses some variety of structures ■ Uses some complex structures / sentence forms (B2.1 GLR) ■ Uses a good range of vocabulary to cope with the set task (B2 VR) ■ Varies formulation to avoid frequent repetition* (B2 VR) ■ Occasional lifting of words from the prompt may occur ■ Expresses him / herself appropriately in the set task (B2.1 SA) ■ Uses a sufficient range of language to give clear descriptions / express viewpoints / develop arguments (B2.1 GLR) as required in the set task 	6	<ul style="list-style-type: none"> ■ Good control of frequent patterns and structures ■ Any structural mistakes do not cause misunderstanding (B2.1 GA) (Manual table C4) ■ Mistakes in spelling occur but do not hinder communication ■ Lexical accuracy is reasonably high on the whole; any incorrect word choice does not usually hinder communication (B2 VC) ■ Relatively accurate use of linking devices ■ Meets most of the expected standard punctuation conventions ■ Reader seldom has to stop to re-read
5		5	
4	<ul style="list-style-type: none"> ■ Occasionally unable to express him / herself clearly ■ Uses a limited variety of structures ■ Only occasionally uses complex structures / sentence forms ■ Uses a limited range of vocabulary to cope with the set task ■ Few attempts to vary formulation* ■ Some lexical limitations cause repetition and / or frequent lifting of words from the prompt ■ Sometimes fails to express him / herself appropriately in the set task ■ Uses a limited range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	4	<ul style="list-style-type: none"> ■ Limited control of frequent patterns and structures ■ Errors occur and structural mistakes sometimes cause misunderstanding ■ Noticeable lexical and structural influence from other languages ■ Spelling frequently inaccurate ■ Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts (B1 VC) ■ Lexical inaccuracies sometimes impede communication ■ Some inaccurate use of linking devices ■ Meets only some of the expected standard punctuation conventions ■ Requires effort on the part of the reader (B1.2 GA)
3		3	
2	<ul style="list-style-type: none"> ■ Frequently unable to express him / herself clearly ■ Uses little / no variety of structures ■ Uses hardly any complex structures / sentence forms ■ Uses only basic vocabulary ■ No attempts to vary formulation* (B1.1 GLR) ■ Lexical limitations frequently cause repetition (B1.1 GLR) and / or lifting of words from the prompt ■ Frequently fails to express him / herself appropriately in the set task ■ Fails to use a range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	2	<ul style="list-style-type: none"> ■ Hardly any structural control ■ Mistakes repeatedly cause misunderstanding ■ Accuracy limited to frequently used routines and patterns ■ Spelling frequently inaccurate ■ Lexical inaccuracies prevent communication ■ Inaccurate use of linking devices ■ Fails to meet the expected standard punctuation conventions ■ Reader frequently has to stop to re-read sections
1		1	
0	<ul style="list-style-type: none"> ■ Insufficient language to make an assessment 	0	<ul style="list-style-type: none"> ■ Insufficient language to make an assessment

* at the phrase/expression level – e.g. however / nevertheless / then again etc.

Beurteilungsschema GERS Niveau B1 (schriftliche Arbeit)

	B1 Erfüllung der Aufgabenstellung*		B1 Aufbau und Layout
10	<ul style="list-style-type: none"> ■ Hält die vorgegebene Textsorte durchgehend ein ■ Formuliert Titel / Betreff / Abschnittsüberschriften / Anrede / Grußzeile treffend ■ Führt alle inhaltlichen Punkte an und behandelt sie so ausführlich wie für die Aufgabenstellung möglich ■ Führt veranschaulichende Details und Beispiele für alle inhaltlichen Punkte an ■ Erklärt Sachverhalte sehr erfolgreich ASD** ■ Kommuniziert die eigene Meinung zu einer Situation oder einem Problem klar und deutlich ASD ■ Erklärt Gründe für Handlungen sehr gut ASD ■ Hält die vorgegebene Wortanzahl (+/-10%) ein 	10	<ul style="list-style-type: none"> ■ Sehr klarer Gesamtaufbau ■ Präsentiert die inhaltlichen Punkte sehr klar und systematisch (Kohärenz) ■ Gliedert den Text sehr gut ■ Hält sich durchgehend an das textspezifische Layout ■ Durchgehend guter Einsatz von verschiedenen textgrammatischen Mitteln (Kohäsion)
9		9	
8	<ul style="list-style-type: none"> ■ Hält die vorgegebene Textsorte fast durchgehend ein ■ Formuliert Titel / Betreff / Abschnittsüberschriften / Anrede / Grußzeile gut ■ Führt alle inhaltlichen Punkte an und behandelt sie ziemlich ausführlich ■ Führt veranschaulichende Details und Beispiele für fast alle inhaltlichen Punkte an ■ Erklärt Sachverhalte erfolgreich ASD ■ Kommuniziert die eigene Meinung zu einer Situation oder einem Problem gut (B1.2 B&A) ASD ■ Erklärt Gründe für Handlungen gut ASD ■ Hält die vorgegebene Wortanzahl (+/-10%) ein 	8	<ul style="list-style-type: none"> ■ Klarer Gesamtaufbau ■ Präsentiert die inhaltlichen Punkte klar und systematisch (Kohärenz) ■ Gliedert den Text durchgehend in passende Absätze ■ Hält sich fast durchgehend an das textspezifische Layout ■ Fast durchgehend guter Einsatz von textgrammatischen Mitteln (Kohäsion)
7		7	
6	<ul style="list-style-type: none"> ■ Hält die vorgegebene Textsorte überwiegend ein ■ Formuliert Titel / Betreff / Abschnittsüberschriften / Anrede / Grußzeile sinnvoll und angemessen ■ Führt alle inhaltlichen Punkte an, aber behandelt sie wenig ausführlich ODER Führt nur zwei von drei inhaltlichen Punkten an, aber behandelt sie ziemlich ausführlich ■ Führt einige veranschaulichende Details und Beispiele an ■ Erklärt Sachverhalte einigermaßen erfolgreich (B1.2 SIA) ASD ■ Kommuniziert die eigene Meinung zu einer Situation oder einem Problem (B1.1 SIA) ASD ■ Erklärt Gründe für Handlungen (B1.1 B&A) ASD ■ Hält die vorgegebene Wortzahl (+/-10%) ein 	6	<ul style="list-style-type: none"> ■ Einigermaßen angemessener Gesamtaufbau ■ Präsentiert die inhaltlichen Punkte einigermaßen systematisch (Kohärenz) ■ Gliedert den Text großteils in passende Absätze ■ Hält sich großteils an das textspezifische Layout ■ Eingeschränkter, aber vorwiegend passender Einsatz von einfachen textgrammatischen Mitteln (Kohäsion) (B1 K&K)
5		5	
4	<ul style="list-style-type: none"> ■ Hält die vorgegebene Textsorte in wesentlichen Merkmalen nicht ein ■ Formuliert Titel / Betreff / Abschnittsüberschriften / Anrede / Grußzeile nicht sinnvoll / nicht angemessen / unvollständig ■ Führt nur zwei von drei inhaltlichen Punkten an und behandelt sie wenig ausführlich ■ Führt nicht genügend veranschaulichende Details an ■ Führt manchmal irrelevante inhaltliche Punkte oder Details an ■ Erklärt Sachverhalte nicht erfolgreich ASD ■ Kommuniziert die eigene Meinung kaum ASD ■ Erklärt Gründe für Handlungen nicht ausreichend ASD ■ Hält die vorgegebene Wortanzahl (+/-10%) nicht ein 	4	<ul style="list-style-type: none"> ■ Wenig angemessener Gesamtaufbau ■ Präsentiert die inhaltlichen Punkte wenig systematisch (Kohärenz) ■ Gliedert den Text nur mangelhaft ■ Hält sich nur in Ansätzen an das textspezifische Layout ■ Sehr eingeschränkter oder zum Teil unpassender Einsatz von textgrammatischen Mitteln (Kohäsion) ■ Häufige Gedankensprünge
3		3	
2	<ul style="list-style-type: none"> ■ Hält die vorgegebene Textsorte nicht ein ■ Gibt keine(n) Titel / Betreff / Abschnittsüberschriften / Anrede / Grußzeile an ■ Führt nur einen inhaltlichen Punkt an und behandelt ihn wenig ausführlich ■ Führt keine veranschaulichenden Details an ■ Führt oft irrelevante inhaltliche Punkte oder Details an ASD ■ Kommuniziert die eigene Meinung nicht ASD ■ Erklärt keine Gründe für Handlungen ASD ■ Hält die vorgegebene Wortanzahl (+/-10%) nicht ein 	2	<ul style="list-style-type: none"> ■ Strukturiert den Text kaum ■ Präsentiert die inhaltlichen Punkte unsystematisch (Kohärenz) ■ Gliedert den Text nicht zufriedenstellend ■ Hält sich nicht an das textspezifische Layout ■ Unpassender oder fehlender Gebrauch von textgrammatischen Mitteln (Kohäsion)
1		1	
0	<ul style="list-style-type: none"> ■ Verfehlt die Aufgabenstellung* ■ Produziert nicht genügend Sprache für eine Beurteilung ■ Schreibt unleserlich, die Kommunikation ist daher nicht erfolgreich 	0	<ul style="list-style-type: none"> ■ Keine Struktur erkennbar ■ Produziert nicht genügend Sprache für eine Beurteilung

* Bei Verfehlung der Aufgabenstellung wird die Stufe 0 vergeben, alle anderen Kriterien werden nicht bewertet.

**ASD = Aufgabenspezifischer Deskriptor. Diese Deskriptoren treffen nur auf bestimmte Aufgabenstellungen zu (Berichte, Artikel, E-Mails).

Beurteilungsschema GERS Niveau B1 (schriftliche Arbeit)

	B1 Spektrum sprachlicher Mittel		B1 Sprachrichtigkeit
10	<ul style="list-style-type: none"> ■ Hat ein breites Spektrum an lexikalischen und strukturellen Mitteln ■ Verwendet selten Wiederholungen, die auf begrenzte Ausdrucksmöglichkeiten hinweisen ■ Verwendet meist treffende Formulierungen; drückt sich großteils präzise aus ■ Hat keine Formulierungsschwierigkeiten auf Grund eines mangelnden Wortschatzes ■ Schreibt durchgehend in einem der Textsorte angemessenen Stil 	10	<ul style="list-style-type: none"> ■ Beherrscht den Grundwortschatz sowie häufige Strukturen und Wendungen sehr gut ■ Macht nur solche sprachlichen Fehler, welche die Kommunikation nicht beeinträchtigen ■ Rechtschreibung und Zeichensetzung sind so korrekt, dass sie das Verständnis nicht beeinträchtigen ■ Fast keine Interferenzen aus anderen Sprachen
9		9	
8	<ul style="list-style-type: none"> ■ Hat ein ausreichend breites Spektrum an lexikalischen und strukturellen Mitteln, um sich mit hinreichender Genauigkeit ausdrücken zu können (B1.2 SSM A) ■ Verwendet nur gelegentlich Wiederholungen, die auf begrenzte sprachliche Ausdrucksmöglichkeiten hinweisen ■ Verwendet einige treffende Formulierungen ■ Hat kaum Formulierungsschwierigkeiten auf Grund eines mangelnden Wortschatzes ■ Schreibt fast durchgehend in einem der Textsorte angemessenen Stil 	8	<ul style="list-style-type: none"> ■ Beherrscht den Grundwortschatz sowie häufige Strukturen und Wendungen gut (B1.2 GK) ■ Macht nur solche sprachlichen Fehler, welche die Kommunikation kaum beeinträchtigen (B1.2 GK) ■ Rechtschreibung und Zeichensetzung sind so korrekt, dass sie das Verständnis kaum beeinträchtigen ■ Nur gelegentlich Interferenzen aus anderen Sprachen
7		7	
6	<ul style="list-style-type: none"> ■ Hat ein genügend breites Spektrum an lexikalischen und strukturellen Mitteln, um die Aufgabe erfüllen zu können (B1.1 SSM A) ■ Verwendet einige Wiederholungen und/oder Umschreibungen auf Grund eingeschränkter sprachlicher Ausdrucksmöglichkeiten (B1 SSM A, WS) ■ Hat manchmal Formulierungsschwierigkeiten auf Grund eines mangelnden Wortschatzes (B1.1 SSM A) ■ Schreibt überwiegend in einem der Textsorte angemessenen Stil (B1 SA) ■ Entnimmt Satzteile / einzelne Wörter aus der Aufgabenstellung 	6	<ul style="list-style-type: none"> ■ Beherrscht den Grundwortschatz sowie häufige Strukturen und Wendungen ausreichend gut (B1 WB, GK) ■ Macht nur beim Formulieren komplexerer Sachverhalte sprachliche Fehler, welche die Kommunikation beeinträchtigen (B1 WB) ■ Rechtschreibung und Zeichensetzung sind so korrekt, dass sie das Verständnis nur teilweise beeinträchtigen (B1 BO) ■ Teilweise Interferenzen aus anderen Sprachen
5		5	
4	<ul style="list-style-type: none"> ■ Hat nicht genügend lexikalische und strukturelle Mittel, um die Aufgabe erfüllen zu können ■ Verwendet viele Wiederholungen auf Grund beschränkter sprachlicher Ausdrucksmöglichkeiten ■ Hat häufig Formulierungsschwierigkeiten auf Grund eines mangelnden Wortschatzes ■ Schreibt nur ansatzweise in einem der Textsorte angemessenen Stil ■ Entnimmt ganze Sätze / Wendungen aus der Aufgabenstellung 	4	<ul style="list-style-type: none"> ■ Beherrscht den Grundwortschatz sowie häufige Strukturen und Wendungen nur mangelhaft ■ Macht schon beim Formulieren einfacher Sachverhalte sprachliche Fehler, welche die Kommunikation beeinträchtigen ■ Rechtschreibung und Zeichensetzung sind so mangelhaft, dass sie das Verständnis häufig beeinträchtigen ■ Häufig Interferenzen aus anderen Sprachen
3		3	
2	<ul style="list-style-type: none"> ■ Hat kaum lexikalische und strukturelle Mittel, um sich sinnvoll ausdrücken zu können ■ Übernimmt fast vollständig den Text aus der Aufgabenstellung 	2	<ul style="list-style-type: none"> ■ Text ist auf Grund der sprachlichen Fehler kaum verständlich ■ Macht systematisch elementare Fehler bei der Verwendung des Grundwortschatzes sowie häufiger Strukturen und Wendungen (A2 GK) ■ Rechtschreibung und Zeichensetzung sind so mangelhaft, dass sie das Verständnis sehr häufig beeinträchtigen ■ Systematische Interferenzen aus anderen Sprachen
1		1	
0	<ul style="list-style-type: none"> ■ Produziert nicht genügend Sprache für eine Beurteilung 	0	<ul style="list-style-type: none"> ■ Text ist auf Grund der sprachlichen Fehler überhaupt nicht verständlich ■ Produziert nicht genügend Sprache für eine Beurteilung