

<b>Levels</b>	<b>Overall structure and range of information</b>	<b>Sentence structure and grammatical accuracy</b>	<b>Vocabulary and choice of phrase</b>	<b>Misformed words and punctuation</b>
<b>Above B1</b>	Is able to create quite complicated texts, using effects such as switching tense and interspersing dialogue with ease. The more common linking words are used quite skilfully.	Sentences can contain a wide variety of clause types, with frequent complex clauses. Errors in basic grammar only occur from time to time.	Vocabulary may be very wide, although the range is not generally sufficient to allow stylistic choices to be made.	Misformed words only occur from time to time.
<b>B1</b>	Is able to write texts on themes which do not necessarily draw only on personal experience and where the message has some complication. Common linking words are used.	Is able to create quite long and varied sentences with complex phrases, e.g. adverbials. Basic grammar is more often correct than not.	Vocabulary is generally made up of frequent words and phrases, but this does not seem to restrict the message. Some idiomatic phrases used appropriately.	Most sentences do not contain misformed words, even when the text contains a wide variety and quantity of words.
<b>A2/B1</b>	Is able to make reasonable attempt at texts on familiar themes that are not completely straightforward, including very simple narratives. Clauses are normally linked using connectors, such as <i>and</i> , <i>then</i> , <i>because</i> , <i>but</i> .	Sentences contain some longer clauses, and signs are shown of awareness of basic grammar, including a range of tenses.	Vocabulary is made up of very common words, but is able to combine words and phrases to add colour and interest to the message (e.g. using adjectives).	Clear evidence of awareness of some spelling and punctuation rules, but misformed words may occur in most sentences in more independent texts.
<b>A2</b>	Can write short straightforward coherent texts on very familiar themes. A variety of ideas are presented with some logical linking.	Is able to make simple independent sentences with a limited number of underlying structures.	Vocabulary is made up of very frequent words but has sufficient words and phrases to get across the essentials of the message aspired to.	Some evidence of knowledge of simple punctuation rules, and the independent spelling of very common words.
<b>A1/A2</b>	Can adapt and build on to a few learnt patterns to make a series of short and simple sentences. This may be a short description or set of related facts on a very familiar personal theme.		Can use some words which may resemble L1, but on the whole the message is recognisable to a reader who does not know the L1. Spelling may be influenced by the sound of the word and mother tongue spelling conventions.	
<b>A1</b>	Can write a small number of very familiar or copied words and phrases and very simple (pre-learnt) sentence patterns, usually in an easily recognisable way. The spelling often reflects the sound of the word and mother tongue spelling conventions.			
<b>Approaching A1</b>	Makes an attempt to write some words and phrases, but needs support or model to do this correctly.			