

| Levels | Overall structure and range of information | Sentence structure and grammatical accuracy | Vocabulary and choice of phrase | Misformed words and punctuation |
|--------------|--|--|---|--|
| B1 | 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. |
| A2/B1 | 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, then, because, 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. |
| A2 | 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. |

Text 6. A2/B1+

This is a colourful introductory text, which covers a range of aspects, and which is not completely straightforward. It gives a reason why she has many friends: *because I am a good friend*, and tells something about her future hopes: *My biggest wishes to have a trip to Egipt and to see the piramides*. She also mentions what she doesn't like and hasn't got. She uses present and past tenses appropriately and correctly. Her sentences are occasionally complex, although mainly short and simple, and the text lacks a certain flow, rather jumping from topic to topic. She uses adjectives – *smart mother, strong father, blue Mediterranean sea*. Her spelling is generally good, with a few misspelt words, which are not of the simplest words.