

1 Requirements of set task type	TA	6.1 mainly observed	8.1 almost fully observed	10.1 fully observed
2 Title / subject line / / section headings / salutation / closing		6.2 meaningful and adequately worded	8.2 appropriate	10.2 appropriate and precise
3 Content points addressed Content points fully developed		6.3 two CP addr. / all CP addr. one not fully dev. / none fully dev.	8.3 all CP addr. one or two not fully dev.	10.3 all CP addr. all CP fully dev.
4 Relevant supporting details / examples		6.4 generally provided	8.4 provided for most CPs	10.4 provided for all CPs
5a Different ideas / facts / graphs		6.5a some attempts to evaluate	8.5a evaluates well	10.5a evaluates very well
5b Explains advantages / disadvantages		6.5b adequately	8.5b well	10.5b very well
5c Reasons in support of / against points of view		6.5c gives some reasons	8.5c gives good reasons	10.5c gives very good reasons
5d Personal significance of events / ideas		6.5d highlights	8.5d successfully highlights	10.5d successfully & convincingly highlights
5e Expresses news and views effectively and		6.5e relates to those of others	8.5e relates well to those of others	10.5e relates convincingly to those of others
6 Set word length (+/- 10%)		6.6 - 8.6 - 10.6 observed		
1 Overall structure at the text level	OL	6.1 satisfactory	8.1 clear	10.1 very clear
2 Paragraphing		6.2 generally follows paragr. conventions	8.2 good use of paragraphing	10.2 highly effective use of paragraphing
3 Develops points		6.3 largely systematically	8.3 systematically	10.3 in a very clear and systematic way
4 Relationships between ideas marked		6.4 some rel. marked	8.4 most rel. marked	10.4 in a very clear way
5 Linking devices		6.5 uses a limited number	8.5 uses a variety	10.5 uses a wide variety
6 Clearly intelligible continuous writing		6.6 yes (requirement for B2, hence no higher band)	8.6 - 10.6 (visual aspect) throughout	
7 Follows standard layout for required task type		6.7 (visual aspect) most of the time		
1 Expresses him / herself Signs of restriction	LSR	6.1 clearly there may be some	8.1 clearly without much sign of having to restrict	10.1 very clearly without any sign of having to restrict
2 Variety of structures		6.2 uses some variety	8.2 uses a good variety	10.2 uses a very good variety
3 Complex structures / sentence forms		6.3 uses some	8.3 - 10.3 uses a range	
4 Range of vocabulary for the set task		6.4 uses a good range	8.4 uses a wide range	10.4 uses a very wide range
5 Repetition (at the phrase / expression level)		6.5 varies formulation to avoid frequent r.	8.5 - 10.5 varies formulation to avoid repetition	
6 Lifting of words from the prompt		6.6 may occur occasionally (no higher band)	confidently, clearly and politely	very confidently, clearly and politely
7 Expresses him/herself ... the set task		6.7 appropriately in	8.6 in a register appropriate for	10.6 in a register appropriate for
8 Range of language to give clear descriptions / / express viewpoints / develop arguments		6.8 sufficient	8.7 good	10.7 very good
1 Structural control	LSA	6.1 good, of frequent patterns and struct.	8.1 good	10.1 very good
2 Structural mistakes		6.2 do not cause misunderstanding	8.2 occasional slips or non-systematic errors and minor flaws occur, but are rare	10.2 hardly any slips or errors
3 Spelling		6.3 mistakes occur, no misunderstanding do not cause misunderstanding	8.3 good control	10.3 excellent control
4 Lexical accuracy Incorrect word choice		6.4 is reasonably high on the whole does not usually hinder	8.4 is high occasional, does not hinder communic.	10.4 is very high hardly any
5 Use of linking devices		6.5 relatively accurate	8.5 accurate	10.5 highly accurate
6 Expected standard punctuation conventions		6.6 meets most of them	8.6 meets almost all of them	10.6 meets all
7 Re-reading		6.7 Reader seldom has to stop to re-read	8.7 - 10.7 No re-reading necessary [=] 4.3 (L1) influence? => 4.5 elementary vocabulary?]	