

CEFR

Set of writing related scales

	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/her 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>

	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. 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/her field of interest.</i>
	<i>Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.</i>
	<i>Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.</i>
A2	<i>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.</i>
	<i>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</i>

REPORTS AND 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. 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. 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 which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. 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. Can synthesise information and arguments from a number of sources.</i>
B1	<i>Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her 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	No descriptor available
A1	No descriptor available

COMPENSATING	
C2	<i>Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.</i>
C1	As B2+
B2	<i>Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.</i>
B1	<i>Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).</i>
	<i>Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'. Can foreignise a mother tongue word and ask for confirmation.</i>
A2	<i>Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.</i>
	<i>Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').</i>
A1	No descriptor available

OVERALL WRITTEN INTERACTION	
C2	As C1
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.

CORRESPONDENCE	
C2	As C1
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, 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.

NOTES, MESSAGES & FORMS	
C2	As B1
C1	As B1
B2	As B1
B1	Can take messages communicating enquiries, explaining problems.
	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.
A2	Can take a short, simple message provided he/she can ask for repetition and reformulation. Can write short, simple notes and messages relating to matters in areas of immediate need.
A1	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.

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>
B1	<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>
	<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, though he/she will generally have to compromise the message and search for words.</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. 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>

VOCABULARY RANGE	
C2	<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/her 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/her 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. 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>

	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>

	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>

	ORTHOGRAPHIC CONTROL
C2	<i>Writing is orthographically free of error.</i>
C1	<i>Layout, paragraphing and punctuation are consistent and helpful. 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. 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>

SOCIOLINGUISTIC APPROPRIATENESS	
C2	<p>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.</p> <p>Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.</p> <p>Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.</p>
C1	<p>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.</p> <p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p>
B2	<p>Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p>
	<p>Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.</p> <p>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.</p> <p>Can express him or herself appropriately in situations and avoid crass errors of formulation.</p>
B1	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p> <p>Is aware of the salient politeness conventions and acts appropriately.</p> <p>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.</p>
A2	<p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p> <p>Can socialise simply but effectively using the simplest common expressions and following basic routines.</p>
	<p>Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.</p>
A1	<p>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</p>

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

COHERENCE AND COHESION	
C2	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
	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.
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	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.
	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

PROPOSITIONAL PRECISION	
C2	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.
B2	Can pass on detailed information reliably.
B1	Can explain the main points in an idea or problem with reasonable precision.
	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.
	Can express the main point he/she wants to make comprehensibly.
A2	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
A1	No descriptor available

Appendix C: The DIALANG scales

CEF Level	WRITING
A1 A1 A1 A1 A1 A1	I can write simple notes to friends. I can describe where I live. I can fill in forms with personal details. I can write simple isolated phrases and sentences. I can write a short simple postcard. I can write short letters and messages with the help of a dictionary.
A2 A2 A2 A2 A2 A2	I can give short, basic descriptions of events and activities. I can write very simple personal letters expressing thanks and apology. I can write short, simple notes and messages relating to matters of everyday life. I can describe plans and arrangements. I can explain what I like or dislike about something. I can describe my family, living conditions, schooling, present or most recent job. I can describe past activities and personal experiences.
B1 B1 B1 B1 B1 B1 B1	I can write very brief reports, which pass on routine factual information and state reasons for actions. I can write personal letters describing experiences, feelings and events in detail. I can describe basic details of unpredictable occurrences, e.g., an accident. I can describe dreams, hopes and ambitions. I can take messages describing enquiries, problems, etc. I can describe the plot of a book or film and describe my reactions. I can briefly give reasons and explanations for opinions, plans and actions.
B2 B2 B2 B2	I can evaluate different ideas and solutions to a problem. I can synthesise information and arguments from a number of sources. I can construct a chain of reasoned argument. I can speculate about causes, consequences and hypothetical situations.
C1 C1 C1 (estim. C1) (estim. C1)	I can expand and support points of view at some length with subsidiary points, reasons and relevant examples. I can develop an argument systematically, giving appropriate emphasis to significant points, and presenting relevant supporting detail. I can give clear detailed descriptions of complex subjects. <i>I can usually write without consulting a dictionary.</i> <i>I can write so well that my language needs to be checked only if the text is an important one.</i>
C2 C2 (estim. C2) (estim. C2)	I can provide an appropriate and effective logical structure, which helps the reader to find significant points. I can produce clear, smoothly flowing, complex reports, articles or essays that present a case, or give critical appreciation of proposals or literary works. <i>I can write so well that native speakers need not check my texts.</i> <i>I can write so well that my texts cannot be improved significantly even by teachers of writing.</i>

Appendix C: The DIALANG scales

WRITING			
	A1	A2	B1
What types of text I can write	Very short pieces of writing: isolated words and very short, basic sentences. For example, simple messages, notes, forms and postcards.	Usually short, simple pieces of writing. For example, simple personal letters, postcards, messages, notes, forms.	Can write a continuous, intelligible text in which elements are connected.
What I can write	Numbers and dates, own name, nationality, address, and other personal details required to fill in simple forms when travelling. Short, simple sentences linked with connectors such as 'and' or 'then'.	Texts typically describe immediate needs, personal events, familiar places, hobbies, work, etc. Texts typically consist of short, basic sentences. Can use the most frequent connectors (e.g. and, but, because) to link sentences in order to write a story or to describe something as a list of points.	Can convey simple information to friends, service people, etc. who feature in everyday life. Can get straightforward points across comprehensively. Can give news, express thoughts about abstract or cultural topics such as films, music, etc. Can describe experiences, feelings and events in some detail.
Conditions and limitations	Apart from the most common words and expressions, the writer needs to consult a dictionary.	Only on familiar and routine matters. Writing continuous coherent text is difficult.	Range of texts can be limited to more familiar and common ones, such as describing things and writing about sequences of actions; but argumentation and contrasting issues, for example, are difficult.

B2	C1	C2
Can write a variety of different texts.	Can write a variety of different texts. Can express oneself with clarity and precision, using language flexibly and effectively.	Can write a variety of different texts. Can convey finer shades of meaning precisely. Can write persuasively.
Can express news and views effectively, and relate to those of others. Can use a variety of linking words to mark clearly the relationships between ideas. Spelling and punctuation are reasonably accurate.	Can produce clear, smoothly flowing, well-structured writing, showing controlled use of organisational patterns, connectors and cohesive devices. Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood. Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate apart from occasional slips.	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices. Writing is free of spelling errors.
Expressing subtle nuances in taking a stance or in telling about feelings and experiences is usually difficult.	Expressing subtle nuances in taking a stance or in telling about feelings and experiences can be difficult.	No need to consult a dictionary, except for occasional specialist terms in an unfamiliar area.