

C2 | TOEFL 29+ ; IELTS 9.0

Overall

Can write clear, highly accurate and smoothly flowing complex texts in an appropriate and effective personal style conveying finer shades of meaning.

Can use a logical structure that helps the reader to find significant points.

Range

Shows great flexibility in formulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis and to eliminate ambiguity.

Also has a good command of idiomatic expressions and colloquialisms.

Coherence

Can create coherent and cohesive texts making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.

Accuracy

Maintains consistent and highly accurate grammatical control of even the most complex language forms.

Errors are rare and concern rarely used forms.

Description

Can write clear, smoothly flowing and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.

Argument

Can produce clear, smoothly flowing, complex reports, articles and essays that present a case or give critical appreciation of proposals or literary works.

Can provide an appropriate and effective logical structure that helps the reader to find significant points.

C1 | TOEFL 24+ ; IELTS 7.0+**Overall**

Can write clear, well-structured and mostly accurate texts of complex subjects.

Can emphasise the relevant salient issues, expand and support points of view at some length with subsidiary points, reasons and relevant examples, and round off with an appropriate conclusion.

Range

Has a good command of a broad range of language allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what they want to say.

Flexibility in style and tone is somewhat limited.

Coherence

Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.

Accuracy

Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms.

Description

Can write clear, detailed, well-structured and developed descriptions and imaginative texts in a mostly assured, personal, natural style appropriate to the reader in mind.

Argument

Can write clear, well-structured expositions of complex subjects, emphasising the relevant salient issues. Can expand and support point of view with some subsidiary points, reasons and examples.

B2 | TOEFL 17+ ; IELTS 5.5+

Overall

Can write clear, detailed official and semi-official texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.

Can make a distinction between formal and informal language with occasional less appropriate expressions.

Range

Has a sufficient range of language to give clear descriptions, and express viewpoints on most general topics, using some complex sentence forms to do so.

Language lacks, however, expressiveness and idiomaticity and use of more complex forms is still stereotypical.

Coherence

Can use a number of cohesive devices to link their sentences into clear, coherent text, though there may be some “jumpiness” in a longer text.

Accuracy

Shows a relatively high degree of grammatical control.

Does not make errors that cause misunderstandings.

Description

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.

Can write clear, detailed descriptions on a variety of subjects related to their field of interest.

Can write a review of a film, book or play.

Argument

Can write an essay or report that develops an argument systematically with appropriate highlighting of some significant points and relevant supporting detail.

Can evaluate different ideas or solutions to a problem.

Can write an essay or report that develops an argument, giving some 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.

B1 | TOEFL 13+ ; IELTS 4.0+**Overall**

Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading.

Range

Has enough language to get by, with sufficient vocabulary to express themselves with some circumlocutions on topics such as family, hobbies and interests, work, travel and current events.

Coherence

Can link a series of shorter discrete elements into a connected, linear text.

Accuracy

Uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more common situations.

Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.

Description

Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event or recent trip - real or imagined.

Can narrate a story.

Can write straightforward, detailed descriptions on a range of familiar subjects within their field of interest.

Argument

Can write short, simple essays on topics of interest.

Can summarise, report and give their opinion on accumulated factual information on familiar routine and non-routine matters within their field, with some confidence.

Can write very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.

A2 | TOEFL 7+ ; IELTS 3.5

Overall	Can write a series of simple phrases and sentences linked with simple connectors like “and” “but” and “because” Longer texts may contain expressions and show coherence problems that make the text hard to understand.
Range	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information, mainly in everyday situations.
Coherence	Can link groups of words with simple connectors like “and” “but” and “because”
Accuracy	Uses simple structures correctly, but still systematically makes basic mistakes. Errors may sometimes cause misunderstandings.
Description	Can write very short, basic descriptions of events, past activities and personal experiences. Can write short, simple, imaginary biographies and simple poems about people.

A1

Overall	Can write simple isolated phrases and sentences. Longer texts contain expressions and show coherence problems that make the text very hard or impossible to understand.
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
Coherence	Can link words or groups of words with very basic linear connectors like “and” and “then”.
Accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire. Errors may cause misunderstandings.
Description	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, etc.

Rubrics

1. Content 最為重要	Are learner writings knowledgeable, substantive, thoroughly developed, and relevant to the topic?
2. Organization	Are ideas fluently expressed, clearly stated, and well-supported? Are writings well-organized, logically sequenced, and cohesive?
3. Vocabulary 要夠廣，不是深	Is vocabulary sophisticated in range, effectively chosen, and used in an appropriate register?
4. Language Use	Do writings include more complex constructions and fewer grammatical errors?
5. Mechanics	Do writings include few errors in spelling, punctuation, capitalization, and paragraphing?

Questions to address:

Content:

1. Is the topic well-developed and thoroughly explored?
2. Does the writing clearly present a thesis statement or main idea?
3. Are the main points effectively supported with examples, facts, or evidence?
4. Does the writing stay on topic?
5. Does the writing adequately answer the prompt or assignment?
6. Are there any irrelevant or unnecessary information that should be removed?
7. Is the writer's perspective or argument clear and consistent throughout the writing?
8. Is there a balanced coverage of the topic or are some aspects missing or overemphasized?
9. Are there any potential counterarguments or alternative viewpoints that are addressed?
10. Is the writing engaging and interesting to read?

Organization:

1. Is there a clear and logical sequence of ideas in the writing?
2. Are the paragraphs well-developed and well-organized?
3. Are there effective transition words and phrases between sentences and paragraphs?
4. Does the writing have a clear introduction and conclusion?
5. Is there a good balance between exposition and argumentation?
6. Are there any paragraphs that can be combined or separated to improve the flow of the writing?
7. Is there a consistent use of headings, subheadings, or bullet points to organize the ideas?
8. Does the writing follow a logical order, such as chronological or cause-and-effect, where appropriate?
9. Are there any gaps or inconsistencies in the organization of the writing that need to be addressed?
10. Is the writing visually appealing and easy to read?

Vocabulary:

1. Is the vocabulary used correctly in context?
2. Does the writer use appropriate words and expressions for the audience and purpose?
3. Does the writer use a range of words and avoid repetition?
4. Are there any words that are used incorrectly or inappropriately?
5. Is the writer using words that are too simple or too difficult for the audience?
6. Are there any jargon, slang, or regional expressions that might confuse the audience?
7. Are the words and expressions used consistent with the writer's tone and intended effect?
8. Are there any redundant, vague, or overly complex words or phrases that can be replaced with simpler alternatives?
9. Are there any idiomatic expressions that can be translated more accurately or efficiently?
10. Is the writing sensitive to cultural differences and diverse backgrounds of the audience?

Language Use:

1. Does the writing use a variety of sentence structures?
2. Are the verb tenses used correctly and consistently?
3. Are the articles and prepositions used correctly?
4. Are there any run-on sentences or sentence fragments?
5. Are the pronouns and antecedents clear and unambiguous?
6. Are there any repetitive or unnecessary sentence structures that can be eliminated?
7. Are there any common mistakes in verb conjugation, such as irregular or phrasal verbs?
8. Are there any complex or subtle grammatical constructions that are used correctly or incorrectly?
9. Are there any idiomatic or colloquial expressions that can be replaced with more formal language?
10. Are there any inconsistencies or awkwardness in the use of voice, such as active or passive voice, or first, second, or third person?

Mechanics:

1. Are the spelling and punctuation correct?
2. Are there any capitalization errors?
3. Are the paragraphs indented correctly?
4. Are the quotation marks and apostrophes used correctly?
5. Is the grammar consistent throughout the writing?
6. Are there any typos or homophone errors that spell-check might miss?
7. Are there any ambiguous or confusing sentence structures that need to be clarified with punctuation or rephrasing?
8. Are there any formatting errors or inconsistencies, such as font size or indentation?
9. Are there any inconsistencies in formatting or citation style?
10. Are there any patterns of errors or mistakes that should be identified and corrected systematically?