

### C1 Writing Evaluation Scale

<b>Band 9-10</b>	<b>Excellent/Very good attempt</b>
91	Excellent/ Very good execution of the task. Content points are covered and successfully developed. All content is entirely relevant to the task.
92	Requires no effort by the reader and creates a very positive impression.
93	Very good use of appropriate register and format.
94	Very well organised with effective paragraphing and logical sequencing. Very good use of punctuation with a varied use of cohesive devices.
95	Wide range of structures and vocabulary used appropriately with full control and versatility.
96	More ambitious language is used with flexibility and full control.
97	Errors are minimal and non-impeding.
<b>Band 7-8</b>	<b>Good attempt</b>
71	Good execution of the task. Content points are covered and content is relevant.
72	Requires very little effort by the reader and creates a positive impression.
73	Good use of register and format.
74	Well organised with appropriate paragraphing and logical sequencing. Good use of punctuation and cohesive devices.
75	Generally good range of structures and vocabulary, mostly used appropriately and accurately.
76	Reasonably ambitious and generally controlled language is used.
77	Errors are occasional, but non-impeding.
<b>Band 5-6</b>	<b>Adequate attempt</b>
51	Satisfactory execution of the task. Content points are covered with minor omissions. Content is generally relevant.
52	Requires some effort by the reader but creates a generally positive impression.
53	Adequate use of appropriate register and format.
54	Reasonably organised with adequate paragraphing and logical sequencing. Adequate use of punctuation and cohesive devices.
55	Adequate range of structures and vocabulary, used fairly appropriately and accurately.
56	Unambitious use of language or, if ambitious, flawed.
57	More than occasional non-impeding errors.
<b>Band 3-4</b>	<b>Inadequate attempt</b>
31	Poor execution of the task. There may be serious irrelevances and/or omissions and some irrelevant content.
32	Requires considerable effort by the reader and fails to create a positive impression.
33	Unsuccessful or inconsistent use of appropriate register and format.
34	Unsatisfactory organization, with poor paragraphing and logical sequencing. Poor punctuation and insufficient use of cohesive devices.
35	Inadequate range of structures and vocabulary.
36	Limited/repetitive use of language with poor control.
37	Numerous errors which frequently impede understanding.
<b>Band 1-2</b>	<b>Poor attempt</b>
11	Unsatisfactory execution of the task. There are serious irrelevances and/or omissions and the task may have been misunderstood.
12	Requires excessive effort by the reader and creates a negative impression.
13	Little or no attempt to use appropriate register or format.
14	Very poorly organised with little or no attempt at paragraphing and logical sequencing. Lack of cohesive devices, with poor and/or confusing punctuation.
15	Very poor range of structures and vocabulary
16	Severely limited use of language with total lack of control.
17	Numerous intrusive errors which constantly impede understanding.
<b>Band 0</b>	<b>Achieves nothing</b>
Language impossible to understand, insufficient to evaluate or totally irrelevant to the task.	