

EVALUACIÓN PRUEBA PRODUCCIÓN ESCRITA. NIVELES A2-C1

	OVERAL TASK ACHIEVEMENT AND REGISTER	VOCABULARY RANGE AND CONTROL	GRAMMAR RANGE AND CONTROL	ORGANISATION, FLUENCY AND COHESION
A2	<ul style="list-style-type: none"> • Can write short, simple real or imaginary information about very basic topics. 	<ul style="list-style-type: none"> • Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, their family, living conditions, educational background, and present or most recent job. • Sufficient range and appropriate use of vocabulary for basic communicative needs. 	<ul style="list-style-type: none"> • Uses basic sentence patterns and tenses correctly. • Can use other structures for familiar situations with some basic mistakes. 	<ul style="list-style-type: none"> • Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because
B1	<ul style="list-style-type: none"> • Can write straightforward connected texts on a range of familiar subjects within his field of interest. • Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions 	<ul style="list-style-type: none"> • Fair range of vocabulary and appropriate use of lexical items for general topics. • Can write accounts of experiences, describing feelings and reactions. • Can write a description of an event, a recent trip - real or imagined. • Can narrate a story. 	<ul style="list-style-type: none"> • Range of structures sufficient to use basic sentence pattern and tenses correctly. • Errors occur when expressing more complex ideas. • Little attempt to go beyond simple language 	<ul style="list-style-type: none"> • Can link a series of shorter discrete elements into a linear sequence.
B2	<ul style="list-style-type: none"> • Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. • 	<ul style="list-style-type: none"> • Wide lexical range including expression of complex ideas and good lexical accuracy, although avoidance strategies or incorrect word choice is possible. • Can use idiomatic expressions and colloquialisms appropriately. • Can write a review of a film, book or play. 	<ul style="list-style-type: none"> • Wide structural range enabling students to express themselves clearly without many restrictions. • Occasional errors or imprecise usage may occur when using complex language. • Minor flaws in sentence structure are still possible. 	<ul style="list-style-type: none"> • Appropriate text organisation and adequate use of cohesive devices. • Well structured paragraphing and layout and sufficient punctuation, with possible lapses. • Reasonably fluent discourse.



C1	<ul style="list-style-type: none">• Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.• Can write relevant content with no significant omissions on complex subjects.• Register and style generally consistent and appropriate.	<ul style="list-style-type: none">• Good command of broad lexical repertoire.• Gaps are easily overcome by paraphrasing with little obvious avoidance strategies.• Good command of idiomatic expressions, colloquialisms and synonyms. High lexical accuracy with occasional minor slips that do not confuse meaning.	<ul style="list-style-type: none">• Can appropriately formulate complex sentences using a broad range of grammatical structures.• Can clearly express themselves without restriction.• High degree of accuracy although occasional errors may occur with low frequency structures.	<ul style="list-style-type: none">• 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
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