

Adapted from: iKM<sup>PLUS</sup> Englisch (Schreiben), 8.Schulstufe: Rating Scale

Band	Task Achievement	Coherence and Cohesion	Lexical and Structural Range	Lexical and Structural Accuracy
10	(1) Message fully conveyed (2) All content points addressed and adequately developed (3) Requirements of set task fully observed			
9				
8	(1) Message largely conveyed (2) All content points addressed but some not adequately developed (3) Requirements of set task almost fully observed	(1) Presents ideas in a linear sequence (2) Links clauses and sentences with the most frequently occurring connectors or with cohesive devices (3) (3) Makes simple paragraph breaks in a longer text	(1) Good range of highly frequent vocabulary (to cope with the task) (2) Good range of structures (to cope with the task) (3) Hardly any lexical repetition	(1) Generally good control of highly frequent vocabulary (2) Generally good control of frequently used structures (3) Errors occur, but it is almost always clear what they are trying to say (4) Spelling and punctuation inaccuracies rarely impede communication
7				
6	(1) May have to compromise message (2) More than half of the content points addressed, one of which may not be adequately developed (3) Requirements of set task mainly observed	(1) Presents ideas in a simple list of points (2) Links simple clauses with the most frequently occurring connectors or with cohesive devices (3) Makes simple paragraph breaks in a longer text, however, not always logical	(1) Sufficient range of highly frequent vocabulary (to cope with the task) (2) Sufficient range of simple structures (to cope with the task) (3) Some lexical repetition and occasional lifting of phrases from the prompt	(1) Reasonable control of highly frequent vocabulary (2) Reasonable control of frequently used structures (3) Still systematically makes mistakes, but it is almost always clear what they are trying to say (4) Spelling and punctuation inaccuracies sometimes impede communication
5				
4	(1) Generally has to compromise message (2) More than half of the content points addressed but none adequately developed (3) Requirements of set task partially observed	(1) Ideas hardly connected (2) Only links simple phrases and sentences with simple connectors ("and", "but", "because", "then") (3) No use of paragraphing in longer texts	(1) Limited range of highly frequent vocabulary and simple phrases (2) Uses only basic structures and sentence patterns (3) Lexical limitations cause repetition and frequent lifting of phrases from the prompt	(1) Limited control of highly frequent vocabulary (2) Limited control of basic structures (3) Systematic basic mistakes occasionally lead to breakdowns in communication (4) Spelling and punctuation inaccuracies frequently impede communication
3				
2	(1) Message largely not conveyed (2) Only one content point addressed and hardly developed (3) Requirements of set task partially observed	(1) Ideas not connected (2) Only produces simple isolated phrases and sentences	(1) Very limited range of highly frequent vocabulary and simple phrases (2) Uses only some basic structures in one-clause sentences (3) Frequently lifts phrases or entire clauses from the prompt	(1) Very limited control of highly frequent vocabulary (2) Very limited control of basic structures (3) Systematic basic mistakes frequently lead to breakdowns in communication (4) Spelling and punctuation inaccuracies frequently impede communication
1				
0	No control/Not enough language to be assessed			