

WEEK 4 ASSESSING LEARNING

Writing criteria

Band descriptors

Below is a simple assessment scheme for writing. As discussed in the speaking criteria download, a learner needs to fulfil all the criteria in the band in order to achieve that band.

For example, for the top category below, a learner could not get ‘full realisation of the task set’ if they used an inappropriate register for their task, even if all the other descriptors were achieved.

Full realisation of the task set

- all content points are included with appropriate expansion
- wide range of structure and vocabulary within the task set
- minimal errors; well-developed control of language
- ideas effectively organised, with a variety of linking devices
- register and format consistently appropriate to purpose and audience

Good realisation of the task set

- all major content points included; possibly one or two minor omissions
- good range of structure and vocabulary within the task set
- generally accurate, errors occur mainly when attempting more complex language
- ideas clearly organised, with suitable linking devices
- register and format on the whole appropriate to purpose and audience
- achieves the desired effect on the target reader

Reasonable realisation of the task set

- all major content points included; some minor omissions
- adequate range of structure and vocabulary, which fulfils the requirements of the task
- a number of errors may be present, but they do not impede communication
- ideas adequately organised, with simple linking devices
- reasonable, if not always successful attempt at register and format appropriate to purpose and audience
- achieves, on the whole, the desired effect on the target reader

Task set attempted but not adequately achieved

- some major content points inadequately covered or omitted, and/or some irrelevant material

- limited range of structure and vocabulary
- a number of errors, which distract the reader and may obscure communication at times
- ideas inadequately organised; linking devices rarely used
- unsuccessful/inconsistent attempts at appropriate register and format
- message not clearly communicated to the target reader

Task

Here you can see a B1 (intermediate) learner's composition. Use the descriptors below to assess the learner's work.

Which band would you choose for this composition?

Task: Write about your favourite teacher. What is this teacher like? Why do you like this teacher's lessons? Write 100-150 words.

I choose to write about my history teacher because he is my favourite teacher and he is noble and important. Sometimes he is very funny and he says jokes. He create a good atmosphere in class but it must be quiet. During the activity he do all for being interested students in lesson. He usually do projects.

He expect us more than we can so I feel challenged. His activities are interesting and I like it. It will be such an interesting lesson very often.

Last lesson we learnt about the war. I not interested in war but he can do interesting way. With my friends I made a big poster about events. I felt that I have learnt much and everything he has told us, it is important because it is about history of our country.

Evaluation

For this composition we think the learner should achieve 'Reasonable realisation of the task set'. Look at the reasons below. Do you agree?

Reasonable realisation of the task set

- all major content points included; some minor omissions YES
- adequate range of structure and vocabulary, which fulfils the requirements of the task YES
- a number of errors may be present, but they do not impede communication YES
- ideas adequately organised, with simple linking devices YES
- reasonable, if not always successful attempt at register and format appropriate to purpose and audience YES
- achieves, on the whole, the desired effect on the target reader YES
- The learner achieves some, but not all of the descriptors in the higher band 'Good realisation of the task set', and therefore cannot be awarded this band.

Good realisation of the task set

- all major content points included; possibly one or two minor omissions MORE INFORMATION NEEDED ABOUT TEACHER'S PERSONALITY
- good range of structure and vocabulary within the task set NO
- generally accurate, errors occur mainly when attempting more complex language NO
- ideas clearly organised, with suitable linking devices BASIC LINKING DEVICES
- register and format on the whole appropriate to purpose and audience REGISTER OK BUT NO PARAGRAPHS
- achieves the desired effect on the target reader. YES

Because not all of the criteria were achieved for the 'good realisation' band, the learner cannot achieve this band.

More information

You can check the IELTS writing criteria for IELTS Task 2 (an essay) on [this pdf](#).

There is an example of assessment criteria for B1 level of the CEFR on page 2 of [this pdf](#).