

B1 Independent User: WRITING ASSESSMENT CRITERIA *(Last update: July 2025)*

“Can produce 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.” [CEFR – Companion volume, 2022, p. 66](#)

	TASK COMPLETION relevance, length, register (25%)	ORGANIZATION punctuation, connectors, paragraphs (25%)	VOCABULARY range, control of meaning & spelling (25%)	GRAMMAR range, accuracy & degree of mastery (25%)
5	<input type="checkbox"/> All content is relevant to the task. Task well achieved at a high level. All instructions followed. <input type="checkbox"/> Exceeds the minimum length requirements (max.10% more). <input type="checkbox"/> Uses the appropriate register .	<input type="checkbox"/> Punctuation used properly throughout. <input type="checkbox"/> Text is generally well-organized and coherent, using a variety of linking words . <input type="checkbox"/> There is an organizational structure in paragraphs .	<input type="checkbox"/> Has a good range of everyday vocabulary and uses it appropriately. <input type="checkbox"/> Few errors in terms of meaning . <input type="checkbox"/> Few errors in terms of spelling .	<input type="checkbox"/> Uses a high variety of structures. <input type="checkbox"/> Accuracy : Uses complex grammatical forms. <input type="checkbox"/> Mastery : Good degree of control of some complex structures.
4	Sharing features of bands 3 and 5			
3	<input type="checkbox"/> Meets the minimum task requirements in terms of content relevancy . Task achieved with few gaps. Important instructions followed. <input type="checkbox"/> Meets the minimum task requirements in terms of length . <input type="checkbox"/> Uses register effectively.	<input type="checkbox"/> Mostly effective punctuation . <input type="checkbox"/> Displays overall unity and progression, using basic linking words . <input type="checkbox"/> The organization of ideas in paragraphs may be occasionally unclear.	<input type="checkbox"/> Has enough range of everyday vocabulary but may occasionally overuse certain words. Repetition is apparent. <input type="checkbox"/> Errors regarding linguistic content but meaning can still be determined. <input type="checkbox"/> Errors regarding linguistic spelling are noticeable, but meaning can still be determined.	<input type="checkbox"/> Limited sentence variety . <input type="checkbox"/> Accuracy : Uses simple grammatical forms with a good sense of control. <input type="checkbox"/> Mastery : Attempts to use complex sentences, but syntactical errors make these somewhat difficult to understand.
2	Sharing features of bands 1 and 3			
1	<input type="checkbox"/> Fails to meet the minimum task requirements in terms of content . Task unachieved. All instructions not followed. <input type="checkbox"/> Fails to meet the minimum task requirements in terms of length . <input type="checkbox"/> Fails to use any indications of register .	<input type="checkbox"/> Punctuation is often wrong. <input type="checkbox"/> Text is barely connected using basic, high-frequency linking words . <input type="checkbox"/> Text lacks clear organizational pattern in paragraphs .	<input type="checkbox"/> Uses basic vocabulary, but insufficient range for the task. <input type="checkbox"/> Errors of content obscure meaning. <input type="checkbox"/> Errors of spelling obscure meaning.	<input type="checkbox"/> Lacks tense and sentence variety . <input type="checkbox"/> Accuracy : Mostly simple sentences (no subordination) with frequent mistakes. <input type="checkbox"/> Mastery : Lacks basic sentence structure.
0	Performance below band 1			