



## STANAG 6001 WRITING PROFICIENCY *Assessment Criteria*

Level	Content <i>What a person can write about (subject areas, topic addressed; settings)</i>	Tasks <i>What a person can do with written language (tasks accomplished, attitudes expressed, tones conveyed)</i>	Accuracy <i>How comprehensible / correct the written message is (who can understand the writing)</i>	Text produced <i>(length and organi- zation of texts; discourse types)</i>
<b>0+</b>	Immediate survival needs such as numbers, dates, own name, nationality, address, set expressions.	Can produce symbols; some of the most common characters. Can write only memorized material.	Spelling and representation of symbols may be incorrect. Understandable with difficulty even to a native reader used to dealing with the writing of non-natives.	Memorized words and short phrases; lists of common items.
<b>1</b>	Immediate personal needs (food, lodging, transportation, shopping, personal background and interests).	Can convey basic intention by writing short notes and personal letters, post cards, phone messages, invitations. Can fill out forms and applications.	Can be understood by native readers used to non-natives' attempts to write.	Discrete sentences; loose connection of sentences joined by common linking words.
<b>1+</b>	Basic personal needs and simple workplace-related matters.	Can readily write simple personal and routine workplace documents. Shows inconsistent and unreliable ability to write instructions; descriptions of people, places, and things; narrations of activities and short, factual accounts.	Comprehensible to a native reader used to material written by non-natives; others may need to confirm meaning with the writer.	Limited ability to connect a group of sentences coherently.
<b>2</b>	Everyday personal topics such as own background, family, interests, work, travel, and current events and routine topics related to the workplace.	Can write simple personal and routine workplace correspondence and related documents such as memoranda, brief reports, private letters. Can state facts; give instructions; describe people, places, and things.	Prose can be understood by a native not used to reading material written by non-natives. Individual writes in a way that is generally appropriate for the occasion although command of the written language is not always firm.	Connected prose and complete, but simple, paragraphs that contrast with and connect to other paragraphs.
<b>2+</b>	Practical, social, everyday professional topics, particular interests, special fields of competence and to some extent abstract topics.	Can write relatively coherent personal and informational correspondence. Can organize and elaborate on ideas in special fields of competence. Writes less effectively when supporting opinion, writing about abstract concepts, clarifying points, answering objections.	Prose can be readily understood by a native not used to reading material written by non-natives. Some errors may interfere with efforts to sustain essay-length argumentation.	Some ability to arrange a series of paragraphs into essay-length documents.
<b>3</b>	Practical, social, professional and abstract topics, particular interests, special fields of competence, and complex topics which may include economics, culture, science, and technology.	Can write effective formal and informal correspondence and documents. Can use language to write essay-length argumentation, analysis, hypothesis. Can convey abstract concepts when writing about complex topics.	Errors are occasional, do not interfere with comprehension, and rarely disturb the native reader.	Extended, essay-length texts.