

**Language  
Cert**

**LanguageCert Test  
of English (LTE)  
A1-C2 Writing**

**Assessing Writing  
Performance:**

**A guide for teachers  
and candidates**

Sample scripts included

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## 1. About LanguageCert

LanguageCert is a business name of PeopleCert Qualifications Ltd, UK company number 0962026, subsidiary of PeopleCert Group (PeopleCert).

LanguageCert is an awarding organisation regulated by Ofqual and offers language qualifications that are globally recognised and aligned to the Common European Framework of Reference (CEFR) at levels A1 to C2. LanguageCert delivers language qualifications through a network of approved test centres worldwide.

LanguageCert combines language qualification heritage with unparalleled exam administration systems and processes, and excellent customer service. For the dissemination and delivery of high-quality language qualifications, LanguageCert relies on the capabilities and systems developed and deployed by its sister companies within PeopleCert.

### About PeopleCert

Established in 2000, PeopleCert is one of the leading players in the global certification industry, partnering with educational institutions, multinational organisations and governmental bodies for the development and management of globally recognised qualifications and the delivery of their related exams.

### Equal opportunities

PeopleCert fully supports the principle of equal opportunities and is committed to satisfying this principle in all its activities and published material.

The aim of LanguageCert is to produce assessments that are based solely on the requirements of the qualification, and that do not discriminate against any group of learners. No group of learners should be put at a disadvantage by encountering questions or tests which are biased or might cause offence. Assessment material should not discriminate against any group on the grounds of culture, gender, age, disability, ethnic background, nationality, religion and belief, marital status, gender identification, social class or employment status.

Please refer to LanguageCert's Equality and Diversity Policy on LanguageCert's official website, [languagecert.org](http://languagecert.org).

## 2. Purpose of Guide

The aim of this guide is to provide teachers and test-takers with a practical overview of the assessment arrangements for the Writing component of the LanguageCert Test of English (LTE) qualification. It also serves as a reference point for test centres and other stakeholders involved in the delivery of the LTE Writing exams.

## 3. Introduction to the LTE A1-C2 Writing qualification

### 3.1 General overview

The LTE A1-C2 Writing qualification consists of high quality, reliable test content that uses a variety of authentic tasks to assess a test-taker's writing skills across six CEFR levels (A1-C2).

The test-taker is required to complete two writing tasks, a short and a longer writing task. The writing tasks assess the test-taker's ability to write for a wide variety of real-life or work-related purposes. The test-taker will be expected to write to demonstrate control of grammatical forms, to display knowledge and use of a wide range of vocabulary, and to show the ability to carry out a range of functions in English.

### 3.2 'Can Do' level descriptors

The LTE A1-C2 Writing qualification is developed according to the CEFR descriptors of language competency for each CEFR level (A1-C2). A selection of CEFR Can-Do descriptors that apply to the skill of Writing are provided below for illustrative purposes.

LTE Writing and CEFR levels	Descriptors
LTE Writing A1 – CEFR A1	<ul style="list-style-type: none"><li>• Can give information in writing about matters of personal relevance (e.g. likes and dislikes, job, family) using simple words and basic expressions.</li><li>• Can write simple isolated phrases and sentences in documents such as forms, lists, emails and messages.</li><li>• Can ask questions about personal details such as possessions, job, address and people known.</li></ul>
LTE Writing A2 – CEFR A2	<ul style="list-style-type: none"><li>• Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.</li><li>• Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</li><li>• Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, job) using basic everyday vocabulary and expressions.</li></ul>
LTE Writing B1 – CEFR B1	<ul style="list-style-type: none"><li>• Can write straightforward connected texts on a range of familiar subjects within his/her field of interest/work by linking a series of shorter discrete elements into a linear sequence.</li><li>• Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</li><li>• Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</li></ul>

	<ul style="list-style-type: none"> <li>• Can convey information, feelings and opinions on familiar topics, using appropriate formality and adapting to the intended audience.</li> </ul>
LTE Writing B2 – CEFR B2	<ul style="list-style-type: none"> <li>• Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</li> <li>• Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</li> <li>• Can communicate with a degree of fluency that makes comprehension possible for the reader without strain.</li> <li>• Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint varying format and style appropriate to purpose and audience.</li> </ul>
LTE Writing C1 – CEFR C1	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.</li> <li>• Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</li> <li>• Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.</li> </ul>
LTE Writing C2 – CEFR C2	<ul style="list-style-type: none"> <li>• Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</li> <li>• Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals.</li> <li>• Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources.</li> <li>• Can express him/herself very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</li> </ul>

The above descriptors are adapted from the global description of the Common European Framework of Reference for Languages. Text from these is reproduced by kind permission of the Council of Europe.

## 4. The LTE Writing test structure

### 4.1 Overview

The chart below shows the structure of the LTE A1-C2 Writing qualification and the duration of the exam.

The LTE Writing A1-C2 paper-based and computer-based test	
Duration	Total number of items
<b>60 mins</b> Task 1: approx. 15-20 mins Task 2: approx. 40-45 mins	<b>2 tasks</b>

### 4.2 Description of writing tasks

The LTE A1-C2 Writing test is an international English test. Different varieties of 'standard' English e.g. American English, British English are acceptable. The emphasis is on communication.

The LTE A1-C2 Writing test comprises two tasks. Both tasks are compulsory for candidates to complete.

#### Writing Task 1

**Overview** Candidates must write a short communicative message of about 60-100 words.

**Testing aim** The task tests the candidate's ability to produce a short piece of writing which successfully communicates the required information.

Task 1 primarily targets candidates at A1-B2 CEFR levels.

**Task type** Guided writing.

#### Writing Task 2

**Overview** Candidates must produce an extended piece of writing in the form of a brief report, article or review of around 200-250 words.

**Testing aim** The task tests the candidate's ability to produce extended writing. The context is a topical issue or workplace matter. The tasks allow candidates to use advanced level grammar and vocabulary resource and show that they can organise coherently an extended piece of writing.

Task 2 primarily targets candidates at B1-C2 CEFR levels.

**Task type** Report, article or review writing.

## 5. Assessment of the LTE Test of Writing

All examiners are approved by LanguageCert and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with the CEFR levels and LanguageCert examination requirements.

### 5.1 Marking the Writing tasks

In the LTE Test of Writing candidates are assessed against four assessment criteria per writing task.

Criteria	Descriptions
Task Fulfilment	A measure of how far the candidate has achieved/addressed the task and whether or not the candidate has done what was asked.
Accuracy and range of grammar	A measure of the range, accuracy and appropriacy of grammar.
Accuracy and range of vocabulary	A measure of the range, accuracy and appropriacy of vocabulary as well as spelling accuracy.
Organisation	A measure of how coherently ideas are linked together in the text and how accurate the punctuation is.

In Task 1, there are 4 marking criteria (task fulfilment; grammar; vocabulary; organisation) with **4 marks** per criterion resulting in a total of **16 marks**. The levels of performance are:

Writing Task 1	
Marks per criterion	CEFR Level
0	Indecipherable, below A1
1	A1
2	A2
3	B1
4	B2 and above

In Task 2, there are 4 marking criteria (task fulfilment; grammar; vocabulary; organisation) with **5 marks** per criterion resulting in a total of **20 marks**. The levels of performance are:

Writing Task 2	
Marks per criterion	CEFR Level
0	A1
1	A2
2	B1
3	B2
4	C1
5	C2

## 5.2 Grading

Grades are established by adding together scores on the two Tasks. Out of a total of **36 marks**, CEFR levels are indicated by the following cut-offs:

The LTE Writing Cut-offs	
Marks	CEFR Level
0 – 3	Below A1
4 – 9	A1
10 – 16	A2
17 – 23	B1
24 – 28	B2
29 – 33	C1
34 – 36	C2



### 5.3 Results

Results are provided as an overall score out of 100. This LTE Writing test scale (0-100) is aligned to the six levels (A1-C2) of foreign language mastery as set out in the scale of the Common European Framework of Reference for Languages (CEFR).

LTE Writing Scaled Scores	
LTE Writing scaled score	CEFR Level
0 – 9	Below A1
10 – 19	A1
20 – 39	A2
40 – 59	B1
60 – 74	B2
75 – 89	C1
90 – 100	C2

## 5.4 Markschemes

### LTE Writing Task 1 markscheme

Marks	Task Fulfilment	Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation
4	- communication of all three points confidently achieved	- fully accurate use of grammar	- fully accurate use of a range of vocabulary and accurate spelling	- text is well-organised and fully coherent, using linking devices - no punctuation errors
3	- communication of all three points achieved	- mostly accurate use of grammar, with occasional errors which don't interrupt meaning	- mostly accurate use of vocabulary and mostly accurate spelling	- text is generally well-organised and coherent, using linking devices - very few punctuation errors
2	- covers 3 points and communication mainly achieved OR - communication of 2 points fully achieved	- some errors with grammar, but generally good control - meaning is usually clear despite errors	- meaning usually clear despite a limited range of vocabulary and/or spelling errors	- text is mainly coherent, using basic linkers - some punctuation errors that don't impede communication
1	- covers 2 points and communication mainly achieved OR - communication of one point OR - three points attempted, but minimal communication achieved	- many serious errors with grammar means message is often difficult to understand - range of grammar below that required to complete task	- range and/or spelling too limited so that message is often difficult to understand - many serious errors with vocabulary and spelling	- mostly incoherent, with little use of cohesive devices - organisation and punctuation errors make text difficult to follow
0	- communication fails OR - off topic	- errors so serious that communication fails	- vocabulary usage and/or spelling so poor that message cannot be understood	- no organisation or coherence

- For answers that are completely off-topic, a score of 0 is awarded for all criteria.
- Candidates writing under-length answers are unlikely to fulfil the task requirements. For answers under 30 words, take one mark off the 'Task Fulfilment' criterion for not fulfilling the task. If a candidate has scored 0 according to the 'Task Fulfilment' criterion and has also written less than 30 words, leave the mark at 0.

## LTE Writing Task 2 markscheme

Marks	Task Fulfilment	Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation
5	<ul style="list-style-type: none"> <li>- fully and appropriately satisfies the demands of task</li> <li>- target reader wholly informed</li> <li>- genre and tone totally appropriate</li> <li>- no intrusive irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>- use is fully controlled, sophisticated and assured</li> <li>- very few errors which only occur as slips</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of vocabulary, including less common items, with fluency and sophistication, and to give style</li> <li>- very few errors which only occur as slips</li> </ul>	<ul style="list-style-type: none"> <li>- text is organised impressively and is fully coherent using a wide range of cohesive devices with flexibility</li> <li>- organisation is fully appropriate to text type</li> </ul>
4	<ul style="list-style-type: none"> <li>- satisfies the demands of the task</li> <li>- target reader is well-informed</li> <li>- genre and tone almost always appropriate</li> <li>- no intrusive irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of simple and complex forms with control and flexibility</li> <li>- few errors which do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of vocabulary, including less common items, effectively and precisely</li> <li>- few errors which do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- text is well-organised and coherent using a variety of cohesive devices with flexibility</li> <li>- organisation appropriate to text type</li> </ul>
3	<ul style="list-style-type: none"> <li>- mainly satisfies the demands of the task</li> <li>- target reader is on the whole informed</li> <li>- genre and tone usually appropriate</li> <li>- no intrusive irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>- uses simple forms accurately and can attempt, and have some success with, complex forms</li> <li>- a few errors which normally do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of vocabulary, using simple forms accurately and attempting more complex forms</li> <li>- a few errors which normally do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- text is organised and coherent employing a variety of cohesive devices, usually successfully</li> <li>- organisation mostly appropriate to text type</li> </ul>
2	<ul style="list-style-type: none"> <li>- partially satisfies the demands of the task</li> <li>- reader is minimally informed</li> <li>- genre and/or tone sometimes not appropriate</li> <li>- may be intrusive irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of simple forms with control, but cannot handle, or does not attempt, complex forms</li> <li>- many errors which sometimes impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of basic vocabulary accurately but cannot, or does not attempt to, use more complex and fully appropriate vocabulary</li> <li>- errors which sometimes impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- text is organised and usually coherent, using a limited range of cohesive devices</li> <li>- there may be some inappropriate paragraphing or punctuation errors</li> </ul>
1	<ul style="list-style-type: none"> <li>- attempts task in a very limited way</li> <li>- may be significant intrusive irrelevance</li> <li>- text may be seriously under length</li> </ul>	<ul style="list-style-type: none"> <li>- basic repertoire with frequent errors</li> <li>- errors impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- basic repertoire with frequent errors</li> <li>- errors impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- little evidence of organisation</li> <li>- very basic linking devices</li> </ul>
0	<ul style="list-style-type: none"> <li>- does not satisfy demands of the task and text is seriously under length</li> <li>OR</li> <li>- off topic</li> </ul>	<ul style="list-style-type: none"> <li>- very basic repertoire</li> <li>- errors which impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- very basic repertoire</li> <li>- errors which impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- very little, or no, organisation or coherence</li> </ul>

- For answers that are completely off-topic, a score of 0 is awarded for all criteria.

## 6. Examples of assessed writing performance

This section includes some examples of assessed writing performance along with indicative marks and comments.

### Writing Part 1

You have lost a book which you borrowed from your colleague, Sam. Write an email to Sam. You should:

- apologise to Sam
- explain how you lost the book
- offer to buy Sam a new one

Write about **60-100** words.

### Candidate A

*Hi Sam!*

*How are you? I'm writing to you about a book you borrowed me last week. I'm so sorry but I lost it. I hope you believe me that I didn't on purpose. I think it fell from my bag. I was with my friend Lisa when I didn't realise it happened. Please tell me if I can do something for you and forgive me.*

*Hugs,*

*Martin*

Candidate A – Task 1		
Criteria	Mark	Examiner comments
Task Fulfilment	2	Two of the three points are successfully communicated. The candidate did not address the third point successfully.
Accuracy and range of grammar	3	Mostly accurate use of grammar, with occasional errors which do not impede communication.
Accuracy and range of vocabulary	3	Mostly accurate use of vocabulary and accurate spelling. Some errors are present ("borrowed") but meaning is usually clear.
Organisation	2	Text is mainly coherent, only basic linking words are used.
<b>Total score</b>	<b>10</b> (out of 16)	

## Candidate B

Dear Sam,

How are you? Long time no see! I'm dropping a line to let you know about something that I feel terrible about.

Unfortunately, I lost the book I borrowed from you the other day. I sincerely apologise for that especially because I know how much you really liked it.

But let me explain what I think might have happened. It probably happened when I was traveling by train to my hometown a few days ago. I was reading it during the trip but then for a moment I put it on the seat next to me. When it was time to get off, I guess I forgot to take it with me.

I think this is all my fault and I promise to buy you a new one. So please just send me your address.

Bye for now,

Kristina

Candidate B – Task 1		
Criteria	Mark	Examiner comments
Task Fulfilment	4	Communication of all three points confidently achieved.
Accuracy and range of grammar	3	Mostly accurate use of grammar, with occasional errors which don't interrupt meaning.
Accuracy and range of vocabulary	3	The range of vocabulary is appropriate, based mostly on simple forms and manages to convey accurate meaning. Spelling is mostly accurate.
Organisation	4	Text is well-organised and coherent, using linking devices.
<b>Total score</b>	<b>14</b> (out of 16)	

### Writing Part 2

Your company wants to sell its local sports drinks products to the international market. Write a report for the Marketing Director with your ideas. You can include the following:

- the market research which should be carried out
- pricing in different markets
- how to promote the product in the new markets

Write about **200-250** words.

### Candidate A

Dear Sir,

*I am writing in order to share my ideas about seling our products in the international market. I think the idea is so good but we should dicuss some very important issues. It's a great opportunity to us.*

*First of all, we need to make market research. We should understand what our customers need and also think about the competitors. We could send questionnaires and samples to supermarkets all over the world and this will help us make a list of people's habits.*

*Also, we should make sure that the sports drinks are healthy and cheap. Nobody wants a drink with many calories. Drinks with taste are popular too. Why? It is easy. Color and taste make a drink fancy to buy. For advertisment, we can ask famous sports stars to use our products and post it on Facebook or Instagram. It's the best way to show the drink internationally because everyone has a profile there.*

*I have hope that my report will be helpfull, and that you will think about my ideas.*

Thank you,

Martin

Candidate A – Task 2		
Criteria	Mark	Examiner comments
Task Fulfilment	2	Partially satisfies the demands of the task. Does not address the second bullet point ('pricing in different markets'). Genre and tone are not appropriate as an informal style is used throughout the report.
Accuracy and range of grammar	3	Uses simple forms accurately and can attempt, and have some success with, complex forms. A few errors are present but these do not normally impede meaning.
Accuracy and range of vocabulary	3	Uses a range of basic vocabulary accurately and at times attempts more complex forms. Some spelling errors which do not impede meaning.
Organisation	2	Text is coherent, using a limited range of cohesive devices. Organisation is not appropriate to the text type, i.e. not clearly arranged in sections, for example by using section headings.
<b>Total score</b>	<b>10</b> (out of 20)	

## Candidate B

### GOING INTERNATIONAL – GLOBAL MARKET RESEARCH REPORT

*The objective of this report is to make some suggestions about introducing our sports drinks to the international market.*

#### MARKET RESEARCH

*An analysis on the recent worldwide trends shows that mostly young people, ages 18-30 have a great interest on energy and sports drinks as they are frequently involved in many outdoor activities. Therefore, I believe that this should be our target group. Moreover, we can use questionnaires to learn more about this group's habits and behaviour. And we should also be aware of other similar products available on the market. It is very important to have a clear image of our products advantages over the competitors.*

#### PRICING IN DIFFERENT MARKETS

*The decision about pricing is not an easy one. Different markets are related to different economies, meaning that some consumers may not be equally able to afford a fixed price.*

#### PROMOTION

*In order to promote our sports drinks, we need a solid marketing strategy that reaches a wide international audience. Furthermore, why not ask some famous athletes to post a video on their personal profiles while using our products? Nonetheless, this approach will require a bigger budget and may take effect on the final price.*

#### CONCLUSIONS

*Expanding to the international markets may provide us with more ways of selling a higher volume of our products. These potential benefits come together with crucial business risks. A careful market analysis should be conducted in order to help us create a solid marketing strategy. And one last idea: Let's not forget the extra costs that will occur when we hire more staff to operate in various countries.*

Candidate B – Task 2		
Criteria	Mark	Examiner comments
Task Fulfilment	3	Mainly satisfies the demands of the task. Does not always support the ideas with specific reasons or examples. Genre and tone usually appropriate. There are occasions where informal tone is mixed with semi-formal.
Accuracy and range of grammar	4	Uses a wide range of simple and complex forms with control and flexibility. Few errors which do not impede meaning.
Accuracy and range of vocabulary	4	Uses a range of vocabulary, including less common items, effectively and precisely. Few errors which do not impede meaning.
Organisation	4	Text is well-organised and coherent using a variety of cohesive devices with flexibility. A new idea is wrongly introduced in the conclusion.
<b>Total score</b>	<b>15</b> (out of 20)	

## Candidates' overall performance

Candidate A – Overall writing performance	
Total marks for both tasks	20 (out of 36 marks)
CEFR level achieved	B1 level

Candidate B – Overall writing performance	
Total marks for both tasks	29 (out of 36 marks)
CEFR level achieved	C1 level





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