

Appendix H: Rating scales for Speaking and Writing

The following examples provide descriptions of the performance expected at each score point band in the task-specific rating scales used for rating the Speaking and Writing components. The rating scales are described further in Section 3.3.3.3 of the manual. Each scale is task-specific. The 3- and 4-point score bands for each scale describe the target-level performance at the proficiency level targeted by that task.

Speaking Task 1

Areas assessed: task fulfilment / topic relevance, grammatical range & accuracy, vocabulary range & accuracy, pronunciation, fluency.

5 B1 (or above)	Likely to be above A2 level.
4 A2.2	<p>Responses to all three questions are on topic and show the following features</p> <ul style="list-style-type: none"> • Some simple grammatical structures used correctly but basic mistakes systematically occur. • Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable. • Mispronunciations are noticeable and frequently place a strain on the listener. • Frequent pausing, false starts and reformulations but meaning is still clear.
3 A2.1	<p>Responses to two questions are on topic and show the following features</p> <ul style="list-style-type: none"> • Some simple grammatical structures used correctly but basic mistakes systematically occur. • Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable. • Mispronunciations are noticeable and frequently place a strain on the listener. • Frequent pausing, false starts and reformulations but meaning is still clear.
2 A1.2	<p>Responses to at least two questions are on topic and show the following features</p> <ul style="list-style-type: none"> • Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding. • Vocabulary is limited to very basic words related to personal information. • Pronunciation is mostly unintelligible except for isolated words. • Frequent pausing, false starts and reformulations impede understanding.
1 A1.1	<p>Response to one question is on topic and shows the following features</p> <ul style="list-style-type: none"> • Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding. • Vocabulary is limited to very basic words related to personal information. • Pronunciation is mostly unintelligible except for isolated words. • Frequent pausing, false starts and reformulations impede understanding.
0 A0	<ul style="list-style-type: none"> • No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).

Speaking Tasks 2 and 3

Areas assessed: task fulfilment / topic relevance, grammatical range & accuracy, vocabulary range & accuracy, pronunciation, fluency and cohesion.

5 B2 (or above)	Likely to be above B1 level.
4 B1.2	<p>Responses to all three questions are on topic and show the following features</p> <ul style="list-style-type: none"> Control of simple grammatical structures. Errors occur when attempting complex structures. Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts. Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener. Some pausing, false starts and reformulations. Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
3 B1.1	<p>Responses to two questions are on topic and show the following features</p> <ul style="list-style-type: none"> Control of simple grammatical structures. Errors occur when attempting complex structures. Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts. Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener. Some pausing, false starts and reformulations. Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
2 A2.2	<p>Responses to at least two questions are on topic and show the following features</p> <ul style="list-style-type: none"> Uses some simple grammatical structures correctly but systematically makes basic mistakes. Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable. Mispronunciations are noticeable and put a strain on the listener. Noticeable pausing, false starts and reformulations. Cohesion between ideas is limited. Responses tend to be a list of points.
1 A2.1	<p>Response to one question is on topic and shows the following features</p> <ul style="list-style-type: none"> Uses some simple grammatical structures correctly but systematically makes basic mistakes. Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable. Mispronunciations are noticeable and put a strain on the listener. Noticeable pausing, false starts and reformulations. Cohesion between ideas is limited. Responses tend to be a list of points.
0	<ul style="list-style-type: none"> Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

Speaking Task 4

Areas assessed: task fulfilment / topic relevance, grammatical range & accuracy, vocabulary range & accuracy, pronunciation, fluency and cohesion.

6 C2	Likely to be above C1 level.
5 C1	<p>Response addresses all three questions and is well-structured.</p> <ul style="list-style-type: none"> • Uses a range of complex grammar constructions accurately. Some minor errors occur but do not impede understanding. • Uses a range of vocabulary to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices. • Pronunciation is clearly intelligible. • Backtracking and reformulations do not fully interrupt the flow of speech. • A range of cohesive devices are used to clearly indicate the links between ideas.
4 B2.2	<p>Responses to all three questions are on topic and show the following features</p> <ul style="list-style-type: none"> • Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. • Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. • Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding. • Some pausing while searching for vocabulary but this does not put a strain on the listener. • A limited number of cohesive devices are used to indicate the links between ideas.
3 B2.1	<p>Responses to two questions are on topic and show the following features</p> <ul style="list-style-type: none"> • Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. • Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. • Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding. • Some pausing while searching for vocabulary but this does not put a strain on the listener. • A limited number of cohesive devices are used to indicate the links between ideas.
2 B1.2	<p>Responses to at least two questions are on topic and show the following features</p> <ul style="list-style-type: none"> • Control of simple grammatical structures. Errors occur when attempting complex structures. • Limitations in vocabulary make it difficult to deal fully with the task. • Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener. • Noticeable pausing, false starts, reformulations and repetition. • Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
1 B1.1	<p>Response to one question is on topic and shows the following features</p> <ul style="list-style-type: none"> • Control of simple grammatical structures. Errors occur when attempting complex structures. • Limitations in vocabulary make it difficult to deal fully with the task. • Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener. • Noticeable pausing, false starts, reformulations and repetition. • Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
0 A1/A2	Performance not sufficient for B1, or no meaningful language, or the responses are completely off-topic (memorised or guessing).