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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Likely to be above A2 level.</td>
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</tbody>
</table>
| 4 A2.2 | Responses to all **three** questions are on topic and show the following features  
• 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 | Responses to **two** questions are on topic and show the following features  
• 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 | Responses to at least **two** questions are on topic and show the following features  
• 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 | Response to **one** question is on topic and shows the following features  
• 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 | • 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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Features</th>
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</table>
| 5 B2 (or above) | Likely to be above B1 level. | Responses to all **three** questions are on topic and show the following features:  
- 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. |
| 4 B1.2 | Responses to **two** questions are on topic and show the following features:  
- 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 | Responses to **at least two** questions are on topic and show the following features:  
- 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. |
| 2 A2.2 | Response to **one** question is on topic and shows the following features:  
- 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 | 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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>6 C2</td>
<td>Likely to be above C1 level.</td>
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</tbody>
</table>
| 5 C1  | Response addresses all three questions and is well-structured.  
• 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| Responses to all three questions are on topic and show the following features  
• 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| Responses to two questions are on topic and show the following features  
• 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| Responses to at least two questions are on topic and show the following features  
• 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| Response to one question is on topic and shows the following features  
• 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). |