

SRDP Assessment Scale B2

Version September 2023, Verwendung ab SRDP Herbsttermin 2024

Task Achievement		Coherence and Cohesion	
Performances which do not adhere to the set word length (+/- 10 %) are downgraded by one band in <i>Task Achievement</i> .			
10	(1) Purpose and text type requirements of the set task fully achieved (2) All content points as effectively and fully developed as possible for the set task, with relevant supporting details/examples for all content points (3) Title / subject line / salutation / beginning/introduction / section headings / closing/conclusion appropriate and precise/effective	10	(1) Content is developed very clearly and systematically (coherence) (2) Good variety of cohesive devices used appropriately and efficiently (cohesion) (3) Text is structured into clear, logical paragraphs throughout
9		9	
8	(1) Purpose and text type requirements of the set task almost fully achieved (2) All content points almost fully developed, with relevant supporting details/examples for most content points (3) Title / subject line / salutation / beginning/introduction / section headings / closing/conclusion appropriate	8	(1) Content is developed clearly and systematically (coherence) (2) Some variety of cohesive devices used appropriately (cohesion) (3) Text is mostly structured into clear, logical paragraphs
7		7	
6	(1) Purpose and text type requirements of the set task sufficiently achieved (2) All content points sufficiently developed, but with only a limited number of relevant supporting details/examples OR Two out of three content points developed, but with sufficient relevant supporting details/examples (3) Title / subject line / salutation / beginning/introduction / section headings / closing/conclusion adequate	6	(1) Content is developed largely systematically (coherence) (2) Limited number of cohesive devices used appropriately (cohesion) (3) Text is sufficiently structured into clear, logical paragraphs
5		5	
4	(1) Purpose and text type requirements of the set task not sufficiently achieved (2) All content points addressed, but with mainly irrelevant details/examples/content OR Two out of three content points addressed, but none fully developed, sometimes irrelevant details/examples/content included (3) Title / subject line / salutation / beginning/introduction / section headings / closing/conclusion barely meaningful / not adequate / partially missing	4	(1) Content is poorly developed (lack of coherence) and/or Only shorter, simple elements linked into a connected linear sequence (2) Cohesive devices not used appropriately (lack of cohesion) OR Only few simple cohesive devices used (3) Text is only partly structured into clear, logical paragraphs
3		3	
2	(1) Purpose and text type requirements of the set task not achieved (2) Only one content point addressed, but not fully developed, supporting details/examples/content mostly irrelevant OR Irrelevant content points made up and developed (3) Title / subject line / salutation / beginning/introduction / section headings / closing/conclusion not meaningful / not included	2	(1) Text has little if any structure (2) Lack of cohesive devices (3) Text is barely structured into paragraphs
1		1	
0	(1) Text fails to address the set task* (2) Insufficient language to make an assessment (3) Communication fails due to illegible handwriting	0	(1) Text shows no attempt at organisation (2) Insufficient language to make an assessment

* If a candidate has written off topic, none of the other criteria is assessed and a 0 is awarded.

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Lexical and Structural Range		Lexical and Structural Accuracy	
10	<ul style="list-style-type: none"> (1) Very good range of vocabulary for the set task (2) Very good variety of structures, including a range of complex sentence forms (3) Hardly any signs of having to restrict what they want to say (4) Register is consistently appropriate for the set task 	10	<ul style="list-style-type: none"> (1) Lexical accuracy is very high; hardly any incorrect word choice (2) Very good structural control; hardly any slips or non-systematic errors (3) Spelling and punctuation are consistently accurate
9		9	
8	<ul style="list-style-type: none"> (1) Good range of vocabulary for the set task (2) Good variety of structures, including a range of complex sentence forms (3) Few signs of having to restrict what they want to say (4) Register is mostly appropriate for the set task 	8	<ul style="list-style-type: none"> (1) Lexical accuracy is high; occasional incorrect word choice does not hinder communication (2) Good structural control; occasional slips or non-systematic errors (3) Spelling and punctuation are mostly accurate
7		7	
6	<ul style="list-style-type: none"> (1) A sufficient range of vocabulary to cope with the set task (2) Some variety of structures, including some complex sentence forms (3) Some signs of having to restrict what they want to say (4) Register is sufficiently appropriate for the set task 	6	<ul style="list-style-type: none"> (1) Lexical accuracy is generally high; any incorrect word choice does not usually hinder communication (2) Good control of simple as well as some complex structures; any structural mistakes do not cause misunderstanding (3) Spelling and punctuation are sufficiently accurate
5		5	
4	<ul style="list-style-type: none"> (1) Limited range of vocabulary to cope with the set task and/or Frequent lifting of words/phrases from the set task (2) Limited variety of structures, only occasionally including complex sentence forms (3) Partly unable to express themselves clearly (4) Register is barely appropriate for the set task 	4	<ul style="list-style-type: none"> (1) Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts and/or Lexical inaccuracies sometimes impede communication (2) Reasonable control of frequent structures; structural mistakes sometimes cause misunderstanding (3) Spelling and punctuation are frequently inaccurate
3		3	
2	<ul style="list-style-type: none"> (1) Only elementary vocabulary used and/or Copies heavily from the set task (2) Hardly any variety of structures and/or Hardly any complex sentence forms (3) Frequently unable to express themselves clearly (4) Register is not appropriate for the set task 	2	<ul style="list-style-type: none"> (1) Lexical inaccuracies impede communication (2) Hardly any structural control; structural mistakes repeatedly cause misunderstanding (3) Spelling is mostly inaccurate and punctuation hardly meets expected conventions
1		1	
0	<ul style="list-style-type: none"> (1) Insufficient language to make an assessment 	0	<ul style="list-style-type: none"> (1) Insufficient language to make an assessment