Assessment Scale B2

	Task Achievement*		Organisation and Layout
10	(1) Requirements of set task type fully observed (2) Title / subject line / section headings / salutation / closing appropriate and precise (3) All content points addressed and fully developed (4) Relevant supporting details / examples are provided for all content points (5a) Evaluates different ideas / facts / graphs or solutions to a problem very well **TSD**** (5b) Explains advantages / disadvantages very well **TSD** (5c) Gives very good reasons in support of / against points of view **TSD** (5d) Successfully and convincingly highlights the personal significance of events / ideas **TSD** (5e) Expresses news and views effectively and relates convincingly to those of others **TSD** (6) Set word length (+/- 10 %) observed	10	(1) Performance has a very clear overall structure at the text level (2) Highly effective use of paragraphing (3) Develops points in a very clear and systematic way (4) Marks relationships between ideas in a very clear way (5) Uses a wide variety of linking devices (6) Follows standard layout for required task type throughout (visual)
9		9	
8	(1) Requirements of set task type almost fully observed (2) Title / subject line / section headings / salutation / closing appropriate (3) All content points addressed but one or two not fully developed (4) Relevant supporting details / examples provided for most content points (5a) Evaluates different ideas / facts / graphs or solutions to a problem well **TSD** (5b) Explains advantages / disadvantages well **TSD** (5c) Gives good reasons in support of / against points of view **TSD** (5d) Successfully highlights the personal significance of events / ideas **TSD** (5e) Expresses news and views effectively and relates well to those of others **TSD** (6) Set word length (+/- 10 %) observed	8	(1) Performance has a clear overall structure at the text level (2) Good use of paragraphing (3) Develops points systematically (4) Most relationships between ideas marked (5) Uses a variety of linking devices (6) Follows standard layout for required task type throughout (visual)
7		7	
6	(1) Requirements of set task type mainly observed (2) Title / subject line / section headings / salutation / closing meaningful and adequately worded (3) Two out of three content points addressed, one of which may not be fully developed / all content points addressed, but none fully developed (4) Relevant supporting details / examples generally provided (5a) Some attempts to evaluate different ideas / facts / graphs **TSD** (5b) Explains advantages / disadvantages adequately **TSD** (5c) Gives some reasons in support of / against points of view **TSD** (5d) Highlights the personal significance of events / ideas **TSD** (5e) Expresses news and views effectively and relates to those of others **TSD** (6) Set word length (+/- 10 %) observed	6	(1) Performance has a satisfactory overall structure at the text level (2) Generally follows paragraphing conventions (3) Develops points largely systematically (4) Some relationships between ideas marked (5) Uses a limited number of linking devices (6) Has produced clearly intelligible continuous writing (7) Follows standard layout for required task type most of the time (visual)
5		5	
4	(1) Requirements of set task type partially observed (2) Title / subject line / section headings / salutation / closing not meaningful / not adequately worded / partially missing (3) Two out of three content points addressed but none fully developed / sometimes makes up and develops irrelevant content points (4) Not enough relevant supporting details provided / supporting details sometimes irrelevant or include irrelevant information (5a) Poor attempts to evaluate different ideas / facts / graphs **TSD** (5b) Poor attempts to explain advantages / disadvantages **TSD** (5c) Gives poor reasons in support of / against points of view **TSD** (5d) Fails to highlight the personal significance of events / ideas **TSD** (5e) Little / no attempt to express news and views effectively **TSD** (6) Set word length (+/- 10 %) not observed	4	(1) Performance has inadequate overall structure at the text level (2) Seldom follows paragraphing conventions (3) Links only shorter, simple elements into a connected linear sequence (4) Only a few relationships between ideas marked (5) Only some simple linking devices used (6) Has difficulty in producing clearly intelligible continuous writing (7) Follows standard layout for required task type only some of the time (visual)
3		3	
2	(1) Requirements of set task type not observed (2) Title / subject line / section headings / salutation / closing not included (3) Only one content point addressed / hardly any content points developed / frequently makes up and develops irrelevant content points (4) Hardly any relevant supporting details provided / supporting details mostly irrelevant (5a) No attempts to evaluate different ideas / facts / graphs **TSD** (5b) No attempts to explain advantages / disadvantages **TSD** (5c) Gives no reasons in support of / against points of view **TSD** (5d) No attempt to highlight the personal significance of events / ideas **TSD** (5e) Unable to express news and views effectively **TSD** (6) Set word length (+/- 10 %) not observed	2	(1) Performance has little if any structure at the text level (2) Paragraphing conventions largely ignored (3) Ideas are presented in a random order without logical connections (4) Lack of linking devices (5) Lacks clearly intelligible continuous writing (6) Standard layout largely ignored (visual)
1		1	
0	(1) Performance fails to address the task* (2) Insufficient language for assessment (3) Communication fails due to illegible handwriting	0	(1) Performance shows no attempt at organisation

* If a test taker has written off topic, none of the other criteria will be assessed and a 0 should be awarded.

** **TSD = Task specific descriptor** means that this descriptor can only be applied to certain tasks.

	Assessment Scale B2			

	Lexical and Structural Range		Lexical and Structural Accuracy
10	(1) Expresses him / herself very clearly without any sign of having to restrict what he / she wants to say (2) Uses a very good variety of structures (3) Uses a range of complex structures / sentence forms (4) Uses a very wide range of vocabulary for the set task (5) Varies formulation to avoid repetition* (6) Expresses him / herself very confidently, clearly and politely in a formal or informal register appropriate for the set task (7) Uses a very good range of language to give clear descriptions / express view-points / develop arguments as required in the set task	10	(1) Very good structural control (2) Hardly any slips or errors (3) Excellent control of spelling (4) Lexical accuracy is very high; hardly any incorrect word choice (5) Highly accurate use of linking devices (6) Meets all expected standard punctuation conventions (7) No re-reading necessary
9		9	
8	(1) Expresses him / herself clearly without much sign of having to restrict what he / she wants to say (2) Uses a good variety of structures (3) Uses a range of complex structures / sentence forms (4) Uses a wide range of vocabulary for the set task (5) Varies formulation to avoid repetition* (6) Expresses him / herself confidently, clearly and politely in a formal or informal register appropriate for the set task (7) Uses a good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task	8	(1) Good structural control (2) Occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare (3) Good control of spelling (4) Lexical accuracy is high; occasional incorrect word choice does not hinder communication (5) Accurate use of linking devices (6) Meets almost all expected standard punctuation conventions (7) No re-reading necessary
7		7	
6	(1) Expresses him / herself clearly though there may be some signs of restriction (2) Uses some variety of structures (3) Uses some complex structures / sentence forms (4) Uses a good range of vocabulary to cope with the set task (5) Varies formulation to avoid frequent repetition* (6) Occasional lifting of words from the prompt may occur (7) Expresses him / herself appropriately in the set task (8) Uses a sufficient range of language to give clear descriptions / express view-points / develop arguments as required in the set task	6	(1) Good control of frequent patterns and structures (2) Any structural mistakes do not cause misunderstanding (3) Mistakes in spelling occur but do not hinder communication (4) Lexical accuracy is reasonably high on the whole; any incorrect word choice does not usually hinder communication (5) Relatively accurate use of linking devices (6) Meets most of the expected standard punctuation conventions (7) Reader seldom has to stop to re-read
5		5	
4	(1) Occasionally unable to express him / herself clearly (2) Uses a limited variety of structures (3) Only occasionally uses complex structures / sentence forms (4) Uses a limited range of vocabulary to cope with the set task (5) Few attempts to vary formulation* (6) Some lexical limitations cause repetition and / or frequent lifting of words from the prompt (7) Sometimes fails to express him / herself appropriately in the set task (8) Uses a limited range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task	4	(1) Limited control of frequent patterns and structures (2) Errors occur and structural mistakes sometimes cause misunderstanding (3) Noticeable lexical and structural influence from other languages (4) Spelling frequently inaccurate (5) Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts (6) Lexical inaccuracies sometimes impede communication (7) Some inaccurate use of linking devices (8) Meets only some of the expected standard punctuation conventions (9) Requires effort on the part of the reader
3		3	
2	(1) Frequently unable to express him / herself clearly (2) Uses little / no variety of structures (3) Uses hardly any complex structures / sentence forms (4) Uses only basic vocabulary (5) No attempts to vary formulation* (6) Lexical limitations frequently cause repetition and / or lifting of words from the prompt (7) Frequently fails to express him / herself appropriately in the set task (8) Fails to use a range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task	2	(1) Hardly any structural control (2) Mistakes repeatedly cause misunderstanding (3) Accuracy limited to frequently used routines and patterns (4) Spelling frequently inaccurate (5) Lexical inaccuracies prevent communication (6) Inaccurate use of linking devices (7) Fails to meet the expected standard punctuation conventions (8) Reader frequently has to stop to re-read sections
1		1	
0	(1) Insufficient language to make an assessment	0	(1) Insufficient language to make an assessment

* at the phrase/expression level – e.g. however / nevertheless / then again etc.