

B2	Task Achievement (TA)	Organisation and Layout (OL)	Lexical and Structural Range (LSR)	Lexical and Structural Accuracy (LSA)
8	<p>(1) Requirements of set task type fully observed</p> <p>(2) Title / subject line / section headings / salutation / closing appropriate and precise</p> <p>(3) All content points addressed and fully developed</p> <p>(4) Relevant supporting details / examples are provided for all content points</p> <p>(5a) Evaluates different ideas / facts / graphs or solutions to a problem very well TSD (= Task specific descriptor means that this descriptor can only be applied to certain tasks.)</p> <p>(5b) Explains advantages / disadvantages very well TSD</p> <p>(5c) Gives very good reasons in support of / against points of view TSD</p> <p>(5d) Successfully and convincingly highlights the personal significance of events / ideas TSD</p> <p>(5e) Expresses news and views effectively and relates convincingly to those of others TSD</p> <p>(6) Set word length (+/- 10 %) observed</p>	<p>(1) Performance has a very clear overall structure at the text level</p> <p>(2) Highly effective use of paragraphing</p> <p>(3) Develops points in a very clear and systematic way</p> <p>(4) Marks relationships between ideas in a very clear way</p> <p>(5) Uses a wide variety of linking devices</p> <p>(6) Follows standard layout for required task type throughout (visual)</p>	<p>(1) Expresses him / herself very clearly without any sign of having to restrict what he / she wants to say</p> <p>(2) Uses a very good variety of structures</p> <p>(3) Uses a range of complex structures / sentence forms</p> <p>(4) Uses a very wide range of vocabulary for the set task</p> <p>(5) Varies formulation to avoid repetition*</p> <p>(6) Expresses him / herself very confidently, clearly and politely in a formal or informal register appropriate for the set task</p> <p>(7) Uses a very good range of language to give clear descriptions / express view-points / develop arguments as required in the set task</p>	<p>(1) Very good structural control</p> <p>(2) Hardly any slips or errors</p> <p>(3) Excellent control of spelling</p> <p>(4) Lexical accuracy is very high; hardly any incorrect word choice</p> <p>(5) Highly accurate use of linking devices</p> <p>(6) Meets all expected standard punctuation conventions</p> <p>(7) No re-reading necessary</p>
7				
6	<p>(1) Requirements of set task type almost fully observed</p> <p>(2) Title / subject line / section headings / salutation / closing appropriate</p> <p>(3) All content points addressed but one or two not fully developed</p> <p>(4) Relevant supporting details / examples provided for most content points</p> <p>(5a) Evaluates different ideas / facts / graphs or solutions to a problem well TSD</p> <p>(5b) Explains advantages / disadvantages well TSD</p> <p>(5c) Gives good reasons in support of / against points of view TSD</p> <p>(5d) Successfully highlights the personal significance of events / ideas TSD</p> <p>(5e) Expresses news and views effectively and relates well to those of others TSD</p> <p>(6) Set word length (+/- 10 %) observed</p>	<p>(1) Performance has a clear overall structure at the text level</p> <p>(2) Good use of paragraphing</p> <p>(3) Develops points systematically</p> <p>(4) Most relationships between ideas marked</p> <p>(5) Uses a variety of linking devices</p> <p>(6) Follows standard layout for required task type throughout (visual)</p>	<p>(1) Expresses him / herself clearly without much sign of having to restrict what he / she wants to say</p> <p>(2) Uses a good variety of structures</p> <p>(3) Uses a range of complex structures / sentence forms</p> <p>(4) Uses a wide range of vocabulary for the set task</p> <p>(5) Varies formulation to avoid repetition*</p> <p>(6) Expresses him / herself confidently, clearly and politely in a formal or informal register appropriate for the set task</p> <p>(7) Uses a good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task</p>	<p>(1) Good structural control</p> <p>(2) Occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare</p> <p>(3) Good control of spelling</p> <p>(4) Lexical accuracy is high; occasional incorrect word choice does not hinder communication</p> <p>(5) Accurate use of linking devices</p> <p>(6) Meets almost all expected standard punctuation conventions</p> <p>(7) No re-reading necessary</p>
5				
4	<p>(1) Requirements of set task type mainly observed</p> <p>(2) Title / subject line / section headings / salutation / closing meaningful and adequately worded</p> <p>(3) Two out of three content points addressed, one of which may not be fully developed / all content points addressed, but none fully developed</p> <p>(4) Relevant supporting details / examples generally provided</p> <p>(5a) Some attempts to evaluate different ideas / facts / graphs TSD</p> <p>(5b) Explains advantages / disadvantages adequately TSD</p> <p>(5c) Gives some reasons in support of / against points of view TSD</p> <p>(5d) Highlights the personal significance of events / ideas TSD</p> <p>(5e) Expresses news and views effectively and relates to those of others TSD</p> <p>(6) Set word length (+/- 10 %) observed</p>	<p>(1) Performance has a satisfactory overall structure at the text level</p> <p>(2) Generally follows paragraphing conventions</p> <p>(3) Develops points largely systematically</p> <p>(4) Some relationships between ideas marked</p> <p>(5) Uses a limited number of linking devices</p> <p>(6) Has produced clearly intelligible continuous writing</p> <p>(7) Follows standard layout for required task type most of the time (visual)</p>	<p>(1) Expresses him / herself clearly though there may be some signs of restriction</p> <p>(2) Uses some variety of structures</p> <p>(3) Uses some complex structures / sentence forms</p> <p>(4) Uses a good range of vocabulary to cope with the set task</p> <p>(5) Varies formulation to avoid frequent repetition</p> <p>(6) Occasional lifting of words from the prompt may occur</p> <p>(7) Expresses him / herself appropriately in the set task</p> <p>(8) Uses a sufficient range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task</p>	<p>(1) Good control of frequent patterns and structures</p> <p>(2) Any structural mistakes do not cause misunderstanding</p> <p>(3) Mistakes in spelling occur but do not hinder communication</p> <p>(4) Lexical accuracy is reasonably high on the whole; any incorrect word choice does not usually hinder communication</p> <p>(5) Relatively accurate use of linking devices</p> <p>(6) Meets most of the expected standard punctuation conventions</p> <p>(7) Reader seldom has to stop to re-read</p>
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2	<p>(1) Requirements of set task type partially observed</p> <p>(2) Title / subject line / section headings / salutation / closing not meaningful / not adequately worded / partially missing</p> <p>(3) Two out of three content points addressed but none fully developed / sometimes makes up and develops irrelevant content points</p> <p>(4) Not enough relevant supporting details provided / supporting details sometimes irrelevant or include irrelevant information</p> <p>(5a) Poor attempts to evaluate different ideas / facts / graphs TSD</p> <p>(5b) Poor attempts to explain advantages / disadvantages TSD</p> <p>(5c) Gives poor reasons in support of / against points of view TSD</p> <p>(5d) Fails to highlight the personal significance of events / ideas TSD</p> <p>(5e) Little / no attempt to express news and views effectively TSD</p> <p>(6) Set word length (+/- 10 %) not observed</p>	<p>(1) Performance has inadequate overall structure at the text level</p> <p>(2) Seldom follows paragraphing conventions</p> <p>(3) Links only shorter, simple elements into a connected linear sequence</p> <p>(4) Only a few relationships between ideas marked</p> <p>(5) Only some simple linking devices used</p> <p>(6) Has difficulty in producing clearly intelligible continuous writing</p> <p>(7) Follows standard layout for required task type only some of the time (visual)</p>	<p>(1) Occasionally unable to express him / herself clearly</p> <p>(2) Uses a limited variety of structures</p> <p>(3) Only occasionally uses complex structures / sentence forms</p> <p>(4) Uses a limited range of vocabulary to cope with the set task</p> <p>(5) Few attempts to vary formulation*</p> <p>(6) Some lexical limitations cause repetition and / or frequent lifting of words from the prompt</p> <p>(7) Sometimes fails to express him / herself appropriately in the set task</p> <p>(8) Uses a limited range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task</p>	<p>(1) Limited control of frequent patterns and structures</p> <p>(2) Errors occur and structural mistakes sometimes cause misunderstanding</p> <p>(3) Noticeable lexical and structural influence from other languages</p> <p>(4) Spelling frequently inaccurate</p> <p>(5) Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts</p> <p>(6) Lexical inaccuracies sometimes impede communication</p> <p>(7) Some inaccurate use of linking devices</p> <p>(8) Meets only some of the expected standard punctuation conventions</p> <p>(9) Requires effort on the part of the reader</p>
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<p>0</p>	<p>(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</p> <p>(-) Performance fails to address the task  (If a test taker has written off topic, none of the other criteria will be assessed and a 0 should be awarded.)  (-) Insufficient language for assessment  (-) Communication fails due to illegible handwriting</p>	<p>(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)</p> <p>(-) Performance shows no attempt at organisation</p>	<p>(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</p> <p>(-) Insufficient language to make an assessment</p>	<p>(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</p> <p>(-) Insufficient language to make an assessment</p>
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1	Requirements of set task type	TA	4.1 mainly observed	6.1 almost fully observed	8.1 fully observed
2	Title / subject line / section headings / salutation / closing		4.2 meaningful and adequately worded	6.2 appropriate	8.2 appropriate and precise
3	Content points addressed Content points fully developed		4.3 two CP addr. / all CP addr. one not fully dev. / none fully dev.	6.3 all CP addr. one or two not fully dev.	8.3 all CP addr. all CP fully dev.
4	Relevant supporting details / examples		4.4 generally provided	6.4 provided for most CPs	8.4 provided for all CPs
5a	Different ideas / facts / graphs		4.5a some attempts to evaluate	6.5a evaluates well	8.5a evaluates very well
5b	Explains advantages / disadvantages		4.5b adequately	6.5b well	8.5b very well
5c	Reasons in support of / against points of view		4.5c gives some reasons	6.5c gives good reasons	8.5c gives very good reasons
5d	Personal significance of events / ideas		4.5d highlights	6.5d successfully highlights	8.5d successfully & convincingly highlights
5e	Expresses news and views effectively and		4.5e relates to those of others	6.5e relates well to those of others	8.5e relates convincingly to those of others
6	Set word length (+/- 10 %)		4.6 - 6.6 - 8.6 observed		
1	Overall structure at the text level	OL	4.1 satisfactory	6.1 clear	8.1 very clear
2	Paragraphing		4.2 generally follows paragr. conventions	6.2 good use of paragraphing	8.2 highly effective use of paragraphing
3	Develops points		4.3 largely systematically	6.3 systematically	8.3 in a very clear and systematic way
4	Relationships between ideas marked		4.4 some rel. marked	6.4 most rel. marked	8.4 in a very clear way
5	Linking devices		4.5 uses a limited number	6.5 uses a variety	8.5 uses a wide variety
6	Clearly intelligible continuous writing		4.6 yes (requirement for B2, hence no higher band)		
7	Follows standard layout for required task type		4.7 (visual aspect) most of the time	6.6 - 8.6 (visual aspect) throughout	
1	Expresses him / herself Signs of restriction	LSR	4.1 clearly there may be some	6.1 clearly without much sign of having to restrict	8.1 very clearly without any sign of having to restrict
2	Variety of structures		4.2 uses some variety	6.2 uses a good variety	8.2 uses a very good variety
3	Complex structures / sentence forms		4.3 uses some	6.3 - 8.3 uses a range	
4	Range of vocabulary for the set task		4.4 uses a good range	6.4 uses a wide range	8.4 uses a very wide range
5	Repetition (at the phrase / expression level)		4.5 varies formulation to avoid frequent r.	6.5 - 8.5 varies formulation to avoid repetition	
6	Lifting of words from the prompt		4.6 may occur occasionally	confidently, clearly and politely in a	very confidently, clearly and politely in a
7	Expresses him/herself ... the set task		4.7 appropriately in	6.6 formal or informal register appropriate for	8.6 formal or informal register appropriate for
8	Range of language to give clear descriptions / / express viewpoints / develop arguments		4.8 sufficient	6.7 good	8.7 very good
1	Structural control	LSA	4.1 good, of frequent patterns and struct.	6.1 good	8.1 very good
2	Structural mistakes		4.2 do not cause misunderstanding	6.2 occasional slips or non-systematic errors and minor flaws occur, but are rare	8.2 hardly any slips or errors
3	Spelling		4.3 mistakes occur, no misunderstanding do not cause misunderstanding	6.3 good control	8.3 excellent control
4	Lexical accuracy Incorrect word choice		4.4 is reasonably high on the whole does not usually hinder communication	6.4 is high occasional, does not hinder communic.	8.4 is very high hardly any
5	Use of linking devices		4.5 relatively accurate	6.5 accurate	8.5 highly accurate
6	Expected standard punctuation conventions		4.6 meets most of them	6.6 meets almost all of them	8.6 meets all
7	Re-reading		4.7 Reader seldom has to stop to re-read	6.7 - 8.7 No re-reading necessary	(=> 2.3 L1 influence ? => 2.5 elementary vocabulary ?)