

B2	Task Achievement (TA)	Fluency & Interaction (FLIN)	Range of Spoken Language (RSL)	Accuracy of Spoken Language (ASL)
10	<ul style="list-style-type: none"> <li>(1) All <u>aspects of the task addressed</u> and convincingly <u>expanded</u></li> <li>(2) Very clear, systematically developed <u>descriptions</u> and <u>presentations</u>, effective highlighting of <u>significant points</u></li> <li>(3) Accounts for and sustains <u>opinions</u> convincingly</li> </ul>	<ul style="list-style-type: none"> <li>(1) High degree of <u>fluency</u> and <u>spontaneity</u></li> <li>(2) <u>Intervenes</u> appropriately, frequently relating her/his own contribution to those of others</li> <li>(3) Easily adjusts to <u>level of formality</u></li> <li>(4) Remarkable <u>ease of expression</u> in longer complex stretches of speech is consistent</li> </ul>	<ul style="list-style-type: none"> <li>(1) <u>Expresses</u> her/himself very clearly, no <u>restriction</u></li> <li>(2) Very wide <u>range of vocabulary</u> for the task</li> <li>(3) Seldom needs to use <u>circumlocution</u> or <u>paraphrase</u></li> <li>(4) Uses a wide range of <u>complex structures</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) <u>Lexical accuracy</u> very high, hardly any incorrect word choice</li> <li>(2) Very good <u>grammatical control</u></li> <li>(3) Hardly any lexical or grammatical <u>slips</u></li> <li>(4) Clear, natural <u>pronunciation</u>; uses <u>intonation</u> appropriately to highlight significant points</li> </ul>
8	<ul style="list-style-type: none"> <li>(1) All <u>aspects of the task addressed</u> and <u>expanded</u></li> <li>(2) Clear, systematically developed <u>descriptions</u> and <u>presentations</u>, appropriate highlighting of <u>significant points</u></li> <li>(3) Accounts for and sustains <u>opinions</u> well by providing relevant support</li> </ul>	<ul style="list-style-type: none"> <li>(1) Remarkable <u>fluency</u> and <u>spontaneity</u></li> <li>(2) Frequently <u>intervenes</u> appropriately in discussion</li> <li>(3) Can adjust to <u>level of formality</u></li> <li>(4) Remarkable <u>ease of expression</u> in even longer complex stretches of speech</li> </ul>	<ul style="list-style-type: none"> <li>(1) <u>Expresses</u> her/himself clearly without much <u>restriction</u></li> <li>(2) Wide <u>range of vocabulary</u> for the task, varies formulation to avoid <u>repetition</u></li> <li>(3) Can use <u>circumlocution</u> and <u>paraphrase</u> with ease</li> <li>(4) Uses a range of <u>complex structures</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) <u>Lexical accuracy</u> high, occasional <u>slips</u> do not hinder <u>communication</u></li> <li>(2) Good <u>grammatical control</u>, <u>slips</u> or non-systematic <u>errors</u> are rare</li> <li>(3) <u>Slips</u> and <u>errors</u> often corrected in retrospect</li> <li>(4) Clear, natural <u>pronunciation</u>; uses <u>intonation</u> appropriately to highlight significant points</li> </ul>
6	<ul style="list-style-type: none"> <li>(1) Most <u>aspects of the task addressed</u> and sufficiently <u>expanded</u></li> <li>(2) Clear, detailed <u>descriptions</u> and <u>presentations</u>, expanding and supporting ideas with <u>subsidiary points</u></li> <li>(3) Accounts for and sustains <u>opinions</u> by providing relevant support</li> </ul>	<ul style="list-style-type: none"> <li>(1) <u>Fluent</u> and <u>spontaneous</u> performance, causing no strain on the listener</li> <li>(2) Effective <u>turntaking</u>, not always elegant</li> <li>(3) Adjusts to <u>changes of direction</u> in conversation</li> <li>(4) Produces <u>stretches of language</u> with a fairly even <u>tempo</u>; few noticeably long <u>pauses</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) Sufficient <u>range of language</u> for the task, some <u>restriction</u></li> <li>(2) Good <u>range of vocabulary</u> for the task, varies formulation to avoid frequent <u>repetition</u></li> <li>(3) Can use <u>circumlocution</u> and <u>paraphrase</u></li> <li>(4) Uses some <u>complex structures</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) <u>Lexical accuracy</u> generally high, <u>mistakes</u> do not hinder <u>communication</u></li> <li>(2) <u>Grammatical control</u> relatively high; any <u>mistakes</u> do not cause misunderstanding</li> <li>(3) Can correct <u>slips</u> and <u>errors</u> if she/he becomes conscious of them</li> <li>(4) Clear, natural <u>pronunciation</u> and <u>intonation</u></li> </ul>
4	<ul style="list-style-type: none"> <li>(1) Only some <u>aspects of the task addressed</u> but not sufficiently <u>expanded</u></li> <li>(2) <u>Descriptions</u> and <u>presentations</u> lack clarity and detail</li> <li>(3) Seldom accounts for and sustains <u>opinions</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) Performance imposes strain on the listener due to lack of <u>fluency</u> and <u>spontaneity</u></li> <li>(2) Has difficulty <u>intervening</u> in a discussion, <u>turntaking</u> not effective</li> <li>(3) Has difficulty adjusting to <u>changes of direction</u></li> <li>(4) Frequent <u>stretches of language</u> with uneven <u>tempo</u>; frequent hesitation, some non-productive <u>pauses</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) Insufficient <u>range of language</u> for parts of the task, frequent <u>restrictions</u></li> <li>(2) Limited <u>range of vocabulary</u> for the task, lack of range causes <u>repetition</u></li> <li>(3) Has difficulty using <u>circumlocution</u> or <u>paraphrase</u></li> <li>(4) Hardly any <u>complex structures</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) Insufficient <u>lexical and grammatical control</u></li> <li>(2) <u>Accuracy influenced</u> by L1, <u>errors</u> frequently impede <u>communication</u></li> <li>(3) Fails to correct <u>mistakes</u> which have caused misunderstandings</li> <li>(4) <u>Pronunciation</u> not always natural, <u>mispronunciations</u></li> </ul>
2	<ul style="list-style-type: none"> <li>(1) Only some <u>aspects of the task addressed</u>, none <u>expanded</u></li> <li>(2) <u>Descriptions</u> only presented as a linear sequence of points</li> <li>(3) Fails to account for and sustain <u>opinions</u></li> <li>(4) Fails to produce <u>sustained language</u> performance</li> </ul>	<ul style="list-style-type: none"> <li>(1) Performance imposes considerable strain on the listener due to lack of <u>fluency</u> and <u>spontaneity</u></li> <li>(2) Fails to <u>intervene</u> appropriately, little evidence of <u>turntaking</u></li> <li>(3) Fails to adjust to <u>changes of direction</u></li> <li>(4) Uneven <u>tempo</u>; frequent hesitation with non-productive <u>pauses</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) Insufficient <u>range of language</u> for the task</li> <li>(2) Insufficient <u>vocabulary</u> for the task</li> <li>(3) Fails to cover <u>linguistic gaps</u>, foreignises words from L1</li> <li>(4) No <u>complex structures</u></li> </ul>	<ul style="list-style-type: none"> <li>(1) <u>Vocabulary</u> elementary; major <u>errors</u> occur when expressing more complex thoughts</li> <li>(2) <u>Accuracy influenced</u> by L1, breakdown of <u>communication</u></li> <li>(3) Inability to monitor <u>mistakes</u></li> <li>(4) Accent and/or frequent <u>mispronunciations</u> impede <u>communication</u></li> </ul>
0	<ul style="list-style-type: none"> <li>(1) Task ignored</li> <li>(2) Not enough language for assessment</li> </ul>	<ul style="list-style-type: none"> <li>(1) Performance hesitant and incoherent throughout</li> <li>(2) Fails to intervene</li> </ul>	<ul style="list-style-type: none"> <li>(1) Not enough language for assessment</li> </ul>	<ul style="list-style-type: none"> <li>(1) Not enough language for assessment</li> </ul>