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Analytic Scale – B2

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