

Assessment Scale B2

Assessment Scale B2			
	B2 Task Achievement*		B2 Organisation and Layout
10	<ul style="list-style-type: none"> ■ Requirements of set task type fully observed ■ Title / subject line / section headings / salutation / closing appropriate and precise ■ All content points addressed and fully developed ■ Relevant supporting details / examples are provided for all content points ■ Evaluates different ideas / facts / graphs or solutions to a problem very well TSD** ■ Explains advantages / disadvantages very well TSD ■ Gives very good reasons in support of / against points of view TSD ■ Successfully and convincingly highlights the personal significance of events / ideas TSD ■ Expresses news and views effectively and relates convincingly to those of others TSD ■ Set word length (+/-10%) observed 	10	<ul style="list-style-type: none"> ■ Performance has a very clear overall structure at the text level ■ Highly effective use of paragraphing ■ Develops points in a very clear and systematic way ■ Marks relationships between ideas in a very clear way ■ Uses a wide variety of linking devices ■ Follows standard layout for required task type throughout (visual)
9		9	
8	<ul style="list-style-type: none"> ■ Requirements of set task type almost fully observed ■ Title / subject line / section headings / salutation / closing appropriate ■ All content points addressed but one or two not fully developed ■ Relevant supporting details / examples provided for most content points (B2.2 R&E) TSD ■ Evaluates different ideas / facts / graphs or solutions to a problem well (B2.2 R&E) TSD ■ Explains advantages / disadvantages well TSD ■ Gives good reasons in support of / against points of view TSD ■ Successfully highlights the personal significance of events / ideas TSD ■ Expresses news and views effectively and relates well to those of others TSD ■ Set word length (+/-10%) observed 	8	<ul style="list-style-type: none"> ■ Performance has a clear overall structure at the text level ■ Good use of paragraphing ■ Develops points systematically (B2.2 R&E) ■ Most relationships between ideas marked ■ Uses a variety of linking devices (B2.2 C&C) ■ Follows standard layout for required task type throughout (visual)
7		7	
6	<ul style="list-style-type: none"> ■ Requirements of set task type mainly observed ■ Title / subject line / section headings / salutation / closing meaningful and adequately worded ■ Two out of three content points addressed, one of which may not be fully developed / all content points addressed, but none fully developed ■ Relevant supporting details / examples generally provided (B2 TD) ■ Some attempts to evaluate different ideas / facts / graphs TSD ■ Explains advantages / disadvantages adequately (B2.1 R&E) TSD ■ Gives some reasons in support of / against points of view (B2.1 R&E) TSD ■ Highlights the personal significance of events / ideas (B2 Correspondence) TSD ■ Expresses news and views effectively and relates to those of others (B2 OWI) TSD ■ Set word length (+/-10%) observed 	6	<ul style="list-style-type: none"> ■ Performance has a satisfactory overall structure at the text level ■ Generally follows paragraphing conventions (B2 OC) ■ Develops points largely systematically ■ Some relationships between ideas marked ■ Uses a limited number of linking devices (B2.1 C&C) ■ Has produced clearly intelligible continuous writing (B2 OC) ■ Follows standard layout (B2 OC) for required task type most of the time (visual)
5		5	
4	<ul style="list-style-type: none"> ■ Requirements of set task type partially observed ■ Title / subject line / section headings / salutation / closing not meaningful / not adequately worded / partially missing ■ Two out of three content points addressed but none fully developed / sometimes makes up and develops irrelevant content points ■ Not enough relevant supporting details provided / supporting details sometimes irrelevant or include irrelevant information ■ Poor attempts to evaluate different ideas / facts / graphs TSD ■ Poor attempts to explain advantages / disadvantages TSD ■ Gives poor reasons in support of / against points of view TSD ■ Fails to highlight the personal significance of events / ideas TSD ■ Little / no attempt to express news and views effectively TSD ■ Set word length (+/-10%) not observed 	4	<ul style="list-style-type: none"> ■ Performance has inadequate overall structure at the text level ■ Seldom follows paragraphing conventions ■ Links only shorter, simple elements into a connected linear sequence (B1 C&C) ■ Only a few relationships between ideas marked ■ Only some simple linking devices used ■ Has difficulty in producing clearly intelligible continuous writing ■ Follows standard layout for required task type only some of the time (visual)
3		3	
2	<ul style="list-style-type: none"> ■ Requirements of set task type not observed ■ Title / subject line / section headings / salutation / closing not included ■ Only one content point addressed / hardly any content points developed / frequently makes up and develops irrelevant content points ■ Hardly any relevant supporting details provided / supporting details mostly irrelevant ■ No attempts to evaluate different ideas / facts / graphs TSD ■ No attempts to explain advantages / disadvantages TSD ■ Gives no reasons in support of / against points of view TSD ■ No attempt to highlight the personal significance of events / ideas TSD ■ Unable to express news and views effectively TSD ■ Set word length (+/-10%) not observed 	2	<ul style="list-style-type: none"> ■ Performance has little if any structure at the text level ■ Paragraphing conventions largely ignored ■ Ideas are presented in a random order without logical connections ■ Lack of linking devices ■ Lacks clearly intelligible continuous writing ■ Standard layout largely ignored (visual)
1		1	
0	<ul style="list-style-type: none"> ■ Performance fails to address the task* ■ Insufficient language for assessment ■ Communication fails due to illegible handwriting 	0	<ul style="list-style-type: none"> ■ 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 task types.

Assessment Scale B2

	B2 Lexical and Structural Range		B2 Lexical and Structural Accuracy
10	<ul style="list-style-type: none"> ■ Expresses him / herself very clearly without any sign of having to restrict what he / she wants to say ■ Uses a very good variety of structures ■ Uses a range of complex structures / sentence forms ■ Uses a very wide range of vocabulary for the set task ■ Varies formulation to avoid repetition* ■ Expresses him / herself very confidently, clearly and politely in a formal or informal register appropriate for the set task ■ Uses a very good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	10	<ul style="list-style-type: none"> ■ Very good structural control ■ Hardly any slips or errors ■ Excellent control of spelling ■ Lexical accuracy is very high; hardly any incorrect word choice ■ Highly accurate use of linking devices ■ Meets all expected standard punctuation conventions ■ No re-reading necessary
9		9	
8	<ul style="list-style-type: none"> ■ Expresses him / herself clearly without much sign of having to restrict what he / she wants to say (B2.2 GLR) ■ Uses a good variety of structures ■ Uses a range of complex structures / sentence forms ■ Uses a wide range of vocabulary for the set task ■ Varies formulation to avoid repetition* ■ Expresses him / herself confidently, clearly and politely in a formal or informal register appropriate (B2.2 SA) for the set task ■ Uses a good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	8	<ul style="list-style-type: none"> ■ Good structural control ■ Occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare (B2.2 GA) ■ Good control of spelling ■ Lexical accuracy is high; occasional incorrect word choice does not hinder communication ■ Accurate use of linking devices ■ Meets almost all expected standard punctuation conventions ■ No re-reading necessary
7		7	
6	<ul style="list-style-type: none"> ■ Expresses him / herself clearly though there may be some signs of restriction ■ Uses some variety of structures ■ Uses some complex structures / sentence forms (B2.1 GLR) ■ Uses a good range of vocabulary to cope with the set task (B2 VR) ■ Varies formulation to avoid frequent repetition* (B2 VR) ■ Occasional lifting of words from the prompt may occur ■ Expresses him / herself appropriately in the set task (B2.1 SA) ■ Uses a sufficient range of language to give clear descriptions / express viewpoints / develop arguments (B2.1 GLR) as required in the set task 	6	<ul style="list-style-type: none"> ■ Good control of frequent patterns and structures ■ Any structural mistakes do not cause misunderstanding (B2.1 GA) (Manual table C4) ■ Mistakes in spelling occur but do not hinder communication ■ Lexical accuracy is reasonably high on the whole; any incorrect word choice does not usually hinder communication (B2 VC) ■ Relatively accurate use of linking devices ■ Meets most of the expected standard punctuation conventions ■ Reader seldom has to stop to re-read
5		5	
4	<ul style="list-style-type: none"> ■ Occasionally unable to express him / herself clearly ■ Uses a limited variety of structures ■ Only occasionally uses complex structures / sentence forms ■ Uses a limited range of vocabulary to cope with the set task ■ Few attempts to vary formulation* ■ Some lexical limitations cause repetition and / or frequent lifting of words from the prompt ■ Sometimes fails to express him / herself appropriately in the set task ■ Uses a limited range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	4	<ul style="list-style-type: none"> ■ Limited control of frequent patterns and structures ■ Errors occur and structural mistakes sometimes cause misunderstanding ■ Noticeable lexical and structural influence from other languages ■ Spelling frequently inaccurate ■ Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts (B1 VC) ■ Lexical inaccuracies sometimes impede communication ■ Some inaccurate use of linking devices ■ Meets only some of the expected standard punctuation conventions ■ Requires effort on the part of the reader (B1.2 GA)
3		3	
2	<ul style="list-style-type: none"> ■ Frequently unable to express him / herself clearly ■ Uses little / no variety of structures ■ Uses hardly any complex structures / sentence forms ■ Uses only basic vocabulary ■ No attempts to vary formulation* (B1.1 GLR) ■ Lexical limitations frequently cause repetition (B1.1 GLR) and / or lifting of words from the prompt ■ Frequently fails to express him / herself appropriately in the set task ■ Fails to use a range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task 	2	<ul style="list-style-type: none"> ■ Hardly any structural control ■ Mistakes repeatedly cause misunderstanding ■ Accuracy limited to frequently used routines and patterns ■ Spelling frequently inaccurate ■ Lexical inaccuracies prevent communication ■ Inaccurate use of linking devices ■ Fails to meet the expected standard punctuation conventions ■ Reader frequently has to stop to re-read sections
1		1	
0	<ul style="list-style-type: none"> ■ Insufficient language to make an assessment 	0	<ul style="list-style-type: none"> ■ Insufficient language to make an assessment

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