

Band	Task Achievement	Coherence and Cohesion	Lexical and Structural Range	Lexical and Structural Accuracy
10	<p>Message fully conveyed</p> <p>(1) All content points addressed and adequately developed</p> <p>(2) Requirements of task fully observed</p>	<p>Presents ideas in a connected and logical way</p> <p>(1) Links clauses and sentences with the most frequently occurring connectors</p> <p>(2) Makes simple, logical paragraph breaks in longer text</p>	<p>Very good range of frequently used vocabulary to cope with the task</p> <p>(1) Very good range of structures with occasional communication to avoid repetition</p>	<p>Good control of frequently used vocabulary</p> <p>(1) Uses correct structures but it is clear what they are trying to say</p> <p>(2) Spelling and punctuation are accurate most of the time</p>
9	<p>Message largely conveyed</p> <p>(1) All content points addressed but some not adequately developed</p> <p>(2) Requirements of task almost fully observed</p>	<p>Presents ideas in a connected way</p> <p>(1) Links clauses and sentences which the most frequently occurring connectors or with other cohesive devices</p> <p>(2) Makes simple paragraph breaks in longer text</p>	<p>Good range of frequently used vocabulary to cope with the task</p> <p>(1) Hardly any lexical repetition</p>	<p>Generally good control of frequently used vocabulary</p> <p>(1) Errors occur but it is almost always clear what they are trying to say</p> <p>(2) Spelling and punctuation are accurate most of the time</p>
7	<p>May have to compromise message</p> <p>(1) Some content points addressed, one of which adequately developed</p> <p>(2) More than half all content points addressed, but none</p>	<p>Presents ideas in a simple list form</p> <p>(1) Links simple clauses with the most frequently occurring connectors</p> <p>(2) Makes simple paragraph breaks in longer text,</p>	<p>Sufficient range of highly frequent vocabulary to cope with the task</p> <p>(1) Coping with simple structures</p> <p>(2) Some lexical repetition and occasional lifting of</p>	<p>Reasonable control of frequently used vocabulary</p> <p>(1) Systematically makes mistakes, but it is almost always clear what they are trying to say</p> <p>(2) Spelling and punctuation</p>

	adequately developed (3) Requirements of task mainly observed	however, not always logical	phrases from the prompt	inaccuracies sometimes impede communication
5	Generally has to compromise message (1) More than half of the content points addressed but none adequately developed (2) Requirements of task partially observed	Ideas hardly connected (1) Links ideas or clauses and sentences with simple connectors such as 'and,' 'but,' 'because,' 'then' (2) No use of paragraphing in longer text	Limited range of highly frequent vocabulary to cope with the task (1) Uses only basic structures and lexis (2) Lexical limitations cause repetition and frequent lifting of phrases from the prompt	Limited control of frequently used vocabulary (1) Limited control of basic structures and lexis (2) Spelling and punctuation inaccuracies frequently impede communication
3	Message largely not conveyed (1) Only one content point addressed and hardly developed (2) Requirements of task not observed	Ideas not connected (1) Only produces simple isolated phrases and sentences	Very limited range of frequently used vocabulary and simple lexis (1) Uses only one-clause sentences (2) Frequently lifts phrases or sentences from the prompt	Very limited control of highly frequent vocabulary and structures (1) Systematic mistakes frequently lead to breakdowns in communication
0	No control/Not enough language to be assessed	No control/Not enough language to be assessed	No control/Not enough language to be assessed	No control/Not enough language to be assessed