

Assessment Scale B2

| Assessment Scale B2 | | | |
|---------------------|--|----|--|
| | B2 Task Achievement* | | B2 Organisation and Layout |
| 10 | <ul style="list-style-type: none"> ■ (1) Requirements of set task type fully observed ■ (2) Title / subject line / section headings / salutation / closing appropriate and precise ■ (3) All content points addressed and fully developed ■ (4) Relevant supporting details / examples are provided for all content points ■ (5) Evaluates different ideas / facts / graphs or solutions to a problem very well TSD** ■ (6) Explains advantages / disadvantages very well TSD ■ (7) Gives very good reasons in support of / against points of view TSD ■ (8) Successfully and convincingly highlights the personal significance of events / ideas TSD ■ (9) Expresses news and views effectively and relates convincingly to those of others TSD ■ (10) Set word length (+/-10%) observed | 10 | <ul style="list-style-type: none"> ■ (1) Performance has a very clear overall structure at the text level ■ (2) Highly effective use of paragraphing ■ (3) Develops points in a very clear and systematic way ■ (4) Marks relationships between ideas in a very clear way ■ (5) Uses a wide variety of linking devices ■ (6) Follows standard layout for required task type throughout (visual) |
| 9 | | 9 | |
| 8 | <ul style="list-style-type: none"> ■ (1) Requirements of set task type almost fully observed ■ (2) Title / subject line / section headings / salutation / closing appropriate ■ (3) All content points addressed but one or two not fully developed ■ (4) Relevant supporting details / examples provided for most content points (B2.2 R&E) TSD ■ (5) Evaluates different ideas / facts / graphs or solutions to a problem well (B2.2 R&E) TSD ■ (6) Explains advantages / disadvantages well TSD ■ (7) Gives good reasons in support of / against points of view TSD ■ (8) Successfully highlights the personal significance of events / ideas TSD ■ (9) Expresses news and views effectively and relates well to those of others TSD ■ (10) Set word length (+/-10%) observed | 8 | <ul style="list-style-type: none"> ■ (1) Performance has a clear overall structure at the text level ■ (2) Good use of paragraphing ■ (3) Develops points systematically (B2.2 R&E) ■ (4) Most relationships between ideas marked ■ (5) Uses a variety of linking devices (B2.2 C&C) ■ (6) Follows standard layout for required task type throughout (visual) |
| 7 | | 7 | |
| 6 | <ul style="list-style-type: none"> ■ (1) Requirements of set task type mainly observed ■ (2) Title / subject line / section headings / salutation / closing meaningful and adequately worded ■ (3) Two out of three content points addressed, one of which may not be fully developed / all content points addressed, but none fully developed ■ (4) Relevant supporting details / examples generally provided (B2 TD) ■ (5) Some attempts to evaluate different ideas / facts / graphs TSD ■ (6) Explains advantages / disadvantages adequately (B2.1 R&E) TSD ■ (7) Gives some reasons in support of / against points of view (B2.1 R&E) TSD ■ (8) Highlights the personal significance of events / ideas (B2 Correspondence) TSD ■ (9) Expresses news and views effectively and relates to those of others (B2 OWI) TSD ■ (10) Set word length (+/-10%) observed | 6 | <ul style="list-style-type: none"> ■ (1) Performance has a satisfactory overall structure at the text level ■ (2) Generally follows paragraphing conventions (B2 OC) ■ (3) Develops points largely systematically ■ (4) Some relationships between ideas marked ■ (5) Uses a limited number of linking devices (B2.1 C&C) ■ (6) Has produced clearly intelligible continuous writing (B2 OC) ■ (7) Follows standard layout (B2 OC) for required task type most of the time (visual) |
| 5 | | 5 | |
| 4 | <ul style="list-style-type: none"> ■ (1) Requirements of set task type partially observed ■ (2) Title / subject line / section headings / salutation / closing not meaningful / not adequately worded / partially missing ■ (3) Two out of three content points addressed but none fully developed / sometimes makes up and develops irrelevant content points ■ (4) Not enough relevant supporting details provided / supporting details sometimes irrelevant or include irrelevant information ■ (5) Poor attempts to evaluate different ideas / facts / graphs TSD ■ (6) Poor attempts to explain advantages / disadvantages TSD ■ (7) Gives poor reasons in support of / against points of view TSD ■ (8) Fails to highlight the personal significance of events / ideas TSD ■ (9) Little / no attempt to express news and views effectively TSD ■ (10) Set word length (+/-10%) not observed | 4 | <ul style="list-style-type: none"> ■ (1) Performance has inadequate overall structure at the text level ■ (2) Seldom follows paragraphing conventions ■ (3) Links only shorter, simple elements into a connected linear sequence (B1 C&C) ■ (4) Only a few relationships between ideas marked ■ (5) Only some simple linking devices used ■ (6) Has difficulty in producing clearly intelligible continuous writing ■ (7) Follows standard layout for required task type only some of the time (visual) |
| 3 | | 3 | |
| 2 | <ul style="list-style-type: none"> ■ (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 ■ (5) No attempts to evaluate different ideas / facts / graphs TSD ■ (6) No attempts to explain advantages / disadvantages TSD ■ (7) Gives no reasons in support of / against points of view TSD ■ (8) No attempt to highlight the personal significance of events / ideas TSD ■ (9) Unable to express news and views effectively TSD ■ (10) Set word length (+/-10%) not observed | 2 | <ul style="list-style-type: none"> ■ (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) |
| 1 | | 1 | |
| 0 | <ul style="list-style-type: none"> ■ (1) Performance fails to address the task* ■ (2) Insufficient language for assessment ■ (3) Communication fails due to illegible handwriting | 0 | <ul style="list-style-type: none"> ■ (1) 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"> ■ (1) Expresses him / herself very clearly without any sign of having to restrict what he / she wants to say ■ (2) Uses a very good variety of structures ■ (3) Uses a range of complex structures / sentence forms ■ (4) Uses a very wide range of vocabulary for the set task ■ (5) Varies formulation to avoid repetition* ■ (6) Expresses him / herself very confidently, clearly and politely in a formal or informal register appropriate for the set task ■ (7) 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"> ■ (1) Very good structural control ■ (2) Hardly any slips or errors ■ (3) Excellent control of spelling ■ (4) Lexical accuracy is very high; hardly any incorrect word choice ■ (5) Highly accurate use of linking devices ■ (6) Meets all expected standard punctuation conventions ■ (7) No re-reading necessary |
| 9 | | 9 | |
| 8 | <ul style="list-style-type: none"> ■ (1) Expresses him / herself clearly without much sign of having to restrict what he / she wants to say (B2.2 GLR) ■ (2) Uses a good variety of structures ■ (3) Uses a range of complex structures / sentence forms ■ (4) Uses a wide range of vocabulary for the set task ■ (5) Varies formulation to avoid repetition* ■ (6) Expresses him / herself confidently, clearly and politely in a formal or informal register appropriate (B2.2 SA) for the set task ■ (7) 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"> ■ (1) Good structural control ■ (2) Occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare (B2.2 GA) ■ (3) Good control of spelling ■ (4) Lexical accuracy is high; occasional incorrect word choice does not hinder communication ■ (5) Accurate use of linking devices ■ (6) Meets almost all expected standard punctuation conventions ■ (7) No re-reading necessary |
| 7 | | 7 | |
| 6 | <ul style="list-style-type: none"> ■ (1) Expresses him / herself clearly though there may be some signs of restriction ■ (2) Uses some variety of structures ■ (3) Uses some complex structures / sentence forms (B2.1 GLR) ■ (4) Uses a good range of vocabulary to cope with the set task (B2 VR) ■ (5) Varies formulation to avoid frequent repetition* (B2 VR) ■ (6) Occasional lifting of words from the prompt may occur ■ (7) Expresses him / herself appropriately in the set task (B2.1 SA) ■ (8) 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"> ■ (1) Good control of frequent patterns and structures ■ (2) Any structural mistakes do not cause misunderstanding (B2.1 GA) (Manual table C4) ■ (3) Mistakes in spelling occur but do not hinder communication ■ (4) Lexical accuracy is reasonably high on the whole; any incorrect word choice does not usually hinder communication (B2 VC) ■ (5) Relatively accurate use of linking devices ■ (6) Meets most of the expected standard punctuation conventions ■ (7) Reader seldom has to stop to re-read |
| 5 | | 5 | |
| 4 | <ul style="list-style-type: none"> ■ (1) Occasionally unable to express him / herself clearly ■ (2) Uses a limited variety of structures ■ (3) Only occasionally uses complex structures / sentence forms ■ (4) Uses a limited range of vocabulary to cope with the set task ■ (5) Few attempts to vary formulation* ■ (6) Some lexical limitations cause repetition and / or frequent lifting of words from the prompt ■ (7) Sometimes fails to express him / herself appropriately in the set task ■ (8) 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"> ■ (1) Limited control of frequent patterns and structures ■ (2) Errors occur and structural mistakes sometimes cause misunderstanding ■ (3) Noticeable lexical and structural influence from other languages ■ (4) Spelling frequently inaccurate ■ (5) Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts (B1 VC) ■ (6) Lexical inaccuracies sometimes impede communication ■ (7) Some inaccurate use of linking devices ■ (8) Meets only some of the expected standard punctuation conventions ■ (9) Requires effort on the part of the reader (B1.2 GA) |
| 3 | | 3 | |
| 2 | <ul style="list-style-type: none"> ■ (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* (B1.1 GLR) ■ (6) Lexical limitations frequently cause repetition (B1.1 GLR) 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 | 2 | <ul style="list-style-type: none"> ■ (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 |
| 1 | | 1 | |
| 0 | <ul style="list-style-type: none"> ■ (1) Insufficient language to make an assessment | 0 | <ul style="list-style-type: none"> ■ (1) Insufficient language to make an assessment |

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