

| Score | Fluency | Vocabulary range | Grammatical range | Grammatical correctness | Pronunciation |
|-------|---|--|---|--|---|
| 10 | <ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar | <ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics (including the use of appropriate literary terms, nomenclature from politics, history and culture) uses many examples of C2 level vocabulary uses idiomatic language and sophisticated phrasal verbs naturally and accurately | <ul style="list-style-type: none"> uses a full range of structures naturally and appropriately (see: list below the table) a minimum 8 out of 10 structures are used effectively and naturally | <ul style="list-style-type: none"> produces consistently accurate structures apart from 'slips' characteristic of native speaker speech (e.g. articles) no structural errors allowed | <ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout consistently uses one variety of pronunciation |
| 9 | <ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language | <ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning skillfully uses a number of instances of less common and idiomatic vocabulary and phrasal verbs uses examples of C2 level vocabulary with a dominance of C1 level vocabulary uses paraphrase effectively as required | <ul style="list-style-type: none"> uses a wide range of structures flexibly (see: list below the table) a minimum 7 out of 10 structures are used effectively and naturally | <ul style="list-style-type: none"> produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors (e.g. articles, prepositions) | <ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses consistently uses one variety of pronunciation is effortless to understand throughout |
| 8 | <ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction | <ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses a few instances of less common and idiomatic vocabulary and shows general awareness of style and collocation, with few inappropriate choices uses C1 level vocabulary consistently uses paraphrase effectively | <ul style="list-style-type: none"> uses a range of complex structures with some flexibility (see: list below the table) a minimum 6 out of 10 structures are used effectively and naturally | <ul style="list-style-type: none"> produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors (e.g. articles, prepositions) may make infrequent mistakes (2-3) with complex structures, though these do not cause comprehension problems | <ul style="list-style-type: none"> shows all the positive features of score 7 and some, but not all, of the positive features of score 9 uses mostly one variety of pronunciation with occasional slips L1 accent has minimal or no effect on intelligibility |
| 7 | <ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation | <ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies uses B2 level vocabulary with a few C1 level items generally paraphrases successfully | <ul style="list-style-type: none"> uses a mix of simple and complex structures with very good flexibility (see: list below the table) a minimum 4 out of 10 structures are used effectively and naturally | <ul style="list-style-type: none"> may make frequent mistakes with complex structures, though these do not cause comprehension problems produces error-free basic structures (B1 and B2 level) | <ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained mixes different varieties of pronunciation can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times |
| 6 | <ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going produces simple speech fluently, but more complex communication causes fluency problems | <ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility uses B2 level vocabulary but some items are contextually inappropriate attempts to use paraphrase but with mixed success | <ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility produces basic sentence forms with full accuracy | <ul style="list-style-type: none"> uses a limited range of more complex structures, but these may contain errors and may cause occasional comprehension problems | <ul style="list-style-type: none"> shows all the positive features of score 5 and some, but not all, of the positive features of score 7 |
| 5 | <ul style="list-style-type: none"> responds with noticeable pauses and may speak slowly, with frequent repetition and self-correction | <ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice uses a mix of B1 and B2 level vocabulary rarely attempts paraphrase | <ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare | <ul style="list-style-type: none"> errors are frequent in B2 level constructions B1 level structures are error-free some errors may lead to misunderstanding | <ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener fairly strong traces of L1 audible |

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| 4 | <ul style="list-style-type: none"> • speaks with long pauses • gives only simple responses • seems very reticent | <ul style="list-style-type: none"> • uses simple vocabulary to convey information • uses predominantly B1 level vocabulary with few B2 instances • does not paraphrase | <ul style="list-style-type: none"> • attempts basic sentence forms but with limited success • relies mostly on apparently memorized utterances | <ul style="list-style-type: none"> • makes numerous errors except in memorized expressions • B1 level structures are used with errors • some errors may lead to misunderstanding | <ul style="list-style-type: none"> • shows some of the features of score 3 and some, but not all, of the positive features of score 5 |
| 3 | <ul style="list-style-type: none"> • speaks with long pauses • gives only simple responses and is occasionally unable to convey basic message | <ul style="list-style-type: none"> • uses simple vocabulary to convey information • uses only B1 (or lower) level vocabulary • has insufficient vocabulary for less familiar topics and to paraphrase | <ul style="list-style-type: none"> • attempts basic sentence forms but with no success • relies only on apparently memorized utterances | <ul style="list-style-type: none"> • makes numerous errors throughout the production • errors frequently lead to misunderstanding | <ul style="list-style-type: none"> • many words are distorted and some segments unintelligible • very strong L1 influence |
| 2 | <ul style="list-style-type: none"> • pauses lengthily before most words • little communication possible | <ul style="list-style-type: none"> • only produces isolated words or memorized utterances | <ul style="list-style-type: none"> • cannot produce basic sentence forms | <ul style="list-style-type: none"> • makes numerous errors that occasionally impede communication | <ul style="list-style-type: none"> • speech is often unintelligible |
| 1 | <ul style="list-style-type: none"> • hardly any communication possible • no rateable language | <ul style="list-style-type: none"> • 0 score awarded | <ul style="list-style-type: none"> • 0 score awarded | <ul style="list-style-type: none"> • 0 score awarded | <ul style="list-style-type: none"> • 0 score awarded |
| 0 | <ul style="list-style-type: none"> • did not attend | | | | |

GRAMMATICAL RANGE: EXPECTED GRAMMATICAL STRUCTURES

1. Inversion
2. Emphasis / fronting
3. Conditional sentences (various types, including mixed conditionals, a variety of alternatives to 'if')
4. Passive Voice (passive infinitives, passive gerunds)
5. Causative 'have'
6. Unreal Past Structures (I wish, if only, I'd rather, as if / though, it's time)
7. Cleft sentences
8. Subjunctive
9. Reported speech (with a variety of reporting verbs)
10. Modal verbs of speculation (past and present)