

| Score | Communicative Effectiveness<br>*Task fulfilment<br>*Appropriacy of contributions/turn-taking<br>*Repair strategies                                                                                                                                                                                                                                                                                                       | Interactive Listening<br>*Comprehension and relevant response<br>*Level of understanding<br>*Speed and accuracy of response                                                                                                                           | Grammar<br>*Range<br>*Accuracy/Precision<br>*Effects of inaccuracies                                                                                                                                                                                                                                                             | Lexical Resource<br>*Range<br>*Accuracy/Precision<br>*Effects of inaccuracies                                                                                                                                                                                                                                                                     | Delivery<br>*Intelligibility<br>*Lexical stress/intonation<br>*Fluency<br>*Effects on the listener                                                                                                                                                                                                                   |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | <ul style="list-style-type: none"> <li>*Fulfils the task very well</li> <li>*Initiates/responds with effective turn-taking</li> <li>*Effectively maintains and develops the interaction</li> <li>*Solves communication problems naturally, if any</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>*Understands all interventions on a first hearing</li> <li>*Interprets examiner's aims and viewpoints accurately by making links with earlier info</li> <li>*Makes immediate and relevant responses</li> </ul> | <ul style="list-style-type: none"> <li>*Uses a wide range of grammatical structures flexibly to deal with topics at this level</li> <li>*Consistently shows a high level of grammatical accuracy and precision</li> <li>*Errors do not impede communication</li> </ul>                                                           | <ul style="list-style-type: none"> <li>*Uses a wide range of lexis flexibly to deal with topics at this level</li> <li>*Consistently shows a high level of lexical accuracy and precision in collocation, word choice and word form</li> <li>*Errors do not impede communication</li> </ul>                                                       | <ul style="list-style-type: none"> <li>*Clearly intelligible</li> <li>*Uses focal stress and intonation effectively</li> <li>*Speaks promptly and fluently</li> <li>*Requires no careful listening</li> </ul>                                                                                                        |
| 3     | <ul style="list-style-type: none"> <li>*Fulfils the task appropriately</li> <li>*Initiates/responds appropriately</li> <li>*Maintains and responds appropriately (eg expanding and developing ideas, and showing understanding of what the examiner has said)</li> <li>*Deals with communication problems well</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>*Understands most interventions on a first hearing</li> <li>*Interprets examiner's aims and viewpoints accurately</li> <li>*Makes prompt and relevant responses</li> </ul>                                     | <ul style="list-style-type: none"> <li>*Uses an appropriate range of grammatical structures to deal with topics at this level</li> <li>*Shows a relatively high level of grammatical accuracy and precision</li> <li>*Errors do not impede communication</li> </ul>                                                              | <ul style="list-style-type: none"> <li>*Uses an appropriate range of lexis to deal with topics at this level</li> <li>*Shows a relatively high level of lexical accuracy and precision in collocation, word choice and word form</li> <li>*Errors do not impede communication</li> </ul>                                                          | <ul style="list-style-type: none"> <li>*Clearly intelligible despite some use of non-standard phonemes</li> <li>*Uses focal stress and intonation appropriately</li> <li>*Generally speaks promptly and fluently - occasionally affected by some hesitancy</li> <li>*Requires almost no careful listening</li> </ul> |
| 2     | <ul style="list-style-type: none"> <li>*Fulfils the task acceptably with support</li> <li>*Initiates/responds acceptably</li> <li>*Maintains and develops the interaction, but contributions are not always appropriate and/or somewhat dependent on the examiner</li> <li>*Manages to solve communication problems, but requires more than one attempt and/or does not always do this naturally (eg 'What?')</li> </ul> | <ul style="list-style-type: none"> <li>*Usually understands interventions; occasionally needs clarification</li> <li>*Shows occasional uncertainty about examiner's aims and viewpoints</li> <li>*Makes relatively prompt responses</li> </ul>        | <ul style="list-style-type: none"> <li>*Uses an acceptable range of grammatical structures to manage topics at this level, but grammatical gaps still cause hesitation and circumlocution</li> <li>*Shows an acceptable level of grammatical accuracy and precision</li> <li>*Most errors do not impede communication</li> </ul> | <ul style="list-style-type: none"> <li>*Uses an acceptable range of lexis to manage topics at this level, but lexical gaps still cause hesitation and circumlocution</li> <li>*Shows an acceptable level of lexical accuracy and precision in collocation, word choice and word form</li> <li>*Most errors do not impede communication</li> </ul> | <ul style="list-style-type: none"> <li>*Intelligible despite some use of non-standard phonemes</li> <li>*Uses focal stress and intonation acceptably</li> <li>*Speaks promptly and fluently enough to follow</li> <li>*Requires some careful listening</li> </ul>                                                    |
| 1     | <ul style="list-style-type: none"> <li>*Does not fulfil the task even with support</li> <li>*Does not initiate/respond adequately</li> <li>*Does not maintain and develop the interaction sufficiently</li> <li>*Contributions are inappropriate and/or overly dependent on the examiner</li> <li>*Has some difficulty in resolving communication problems</li> </ul>                                                    | <ul style="list-style-type: none"> <li>*Has difficulty in understanding interventions</li> <li>*Frequently misinterprets examiner's aims and viewpoints</li> <li>*Responds slowly due to difficulty in understanding input</li> </ul>                 | <ul style="list-style-type: none"> <li>*Uses a limited range of grammatical structures which are not adequate to deal with topics at this level</li> <li>*Does not show an adequate level of grammatical accuracy and precision</li> <li>*Errors impede communication</li> </ul>                                                 | <ul style="list-style-type: none"> <li>*Uses a limited range of lexis which is not adequate to deal with topics at this level</li> <li>*Does not show an adequate level of lexical accuracy and precision in collocation, word choice and word form</li> <li>*Errors impede communication</li> </ul>                                              | <ul style="list-style-type: none"> <li>*Often unintelligible and frequent use of non-standard phonemes</li> <li>*Does use focal stress and intonation acceptably</li> <li>*Speaks slowly, often halted by hesitancy</li> <li>*Requires careful listening</li> </ul>                                                  |
| 0     | No performance to assess (candidate does not speak, or does not speak in English). Also use if entire response is memorized.                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                      |