



# MANUAL FOR IMETS TEST ASSESSORS



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## Preface

Manual for IMETS test assessors, the book the reader is holding can probably be considered as the most important document of the IMETS Languages for Specific Purposes (medical, pharmacy and nursing purposes) testing system. It is meant to cover philosophical and conceptual issues concerning language test assessment in general and Languages for Specific Purposes in particular as well as practical guidance (hints, tips, principles, scales, assessment scales and rules) for practising IMETS test assessors and interlocutors.

The more theory-ridden questions are raised and answered in the Introduction, while the practical issues are discussed in Chapters 1-2 each of them being devoted to a particular skill of the four traditional language skills (Oral Test: Listening Comprehension, Written Test: Reading Comprehension, Writing and Speaking).

It seems practical and useful here to present the structure of the whole IMETS system. Firstly, IMETS is divided into two large units, the Oral Test and the Written Test, and in both media both receptive and productive aspects are tested. In practical terms, it means that the Written Test is divided into two papers, the Writing Paper and the Reading (Comprehension) Paper, and similarly, the Oral Test is also divided into two papers, the Speaking Paper and the Listening (Comprehension) Paper. As it is thought that the two aspects of both tests are equally important, each of them will constitute a separate unit, i.e. the Oral Test and the Written Test can be taken separately and the test results are also reported separately.

The book can definitely be used as a Manual, i.e. it can be opened on the page that contains some information or other types of aid IMETS test assessors immediately need for coping with a particular task at hand. However, one may be curious about IMETS as a system and for those who really are, reading through the whole manual is recommended.

This Manual is based on the basic concepts the authors presented in the Manual for sTANDEM Test Assessors in 2013.

## **INTRODUCTION**

### **The purpose of this chapter**

This chapter is meant to provide an overall picture of IMETS test assessment, the main focus being the philosophy and principles underpinning specific purposes language testing. As up till now the most outstanding piece of literature on the subject has undoubtedly been the monograph entitled *Assessing Languages for Specific Purposes* published by Dan Douglas in the year 2000, it seems reasonable to adopt it as a starting point for interpreting certain concepts and drawing conclusions IMETS test assessors can use in practice. Not only the theoretical considerations as discussed by Douglas will be used as a springboard for assessing IMETS tests but also the structure of the book will be followed.

### **Authenticity**

Similarly to all existing Languages for Specific Purposes (LSP) tests IMETS has a most important feature: authenticity, i.e. *'The LSP test tasks should share critical features of tasks in the target language use situation ...'*, which is an issue for test developers rather than assessors, however, when assessment criteria are developed, this feature should be taken into account. IMETS assessment criteria do take care of authenticity whenever it is possible.

### **Knowledge to be tested**

In addition to authenticity, LSP tests, as opposed to the so-called general language tests, are also required to provide for interaction between language knowledge and specific purpose content knowledge. While in general language tests content knowledge is widely regarded as a factor distorting test results, in LSP testing it is a pre-requisite for successfully eliciting LSP performance. Although the two types of knowledge are difficult to separate, it must be stated clearly that the focus of assessment can only be language knowledge, not specific purpose content knowledge. A logical consequence of this can be that in extreme cases wrong or incorrect content must be accepted as right answer provided the way it is expressed is linguistically correct. This attitude becomes important in the Speaking and the Writing Papers, for instance, where a mistake in the content made by the test-taker should not have a negative influence on the assessment of the speaking or writing skills. This attitude can be justified in many ways. Firstly, IMETS is a language test, not a content knowledge test. In the lack of sufficient content knowledge, test assessors may not even be in the position of judging content matters. Secondly, rightness and wrongness often depend on the speaker's views or knowledge of the subject. Thirdly, the development of science, in this case that of medical science, nursing and pharmacy is so rapid that it is almost impossible to be up-to-date on each problematic issue.

Fourthly, there are certain issues where opposing views are equally strong and no consensus within the profession has been reached.

### **Communicative testing and assessment**

*'In testing communicative language ability we are evaluating samples of performance, in certain specific contexts of use, created under particular test constraints, for what they can tell us about a candidate's communicative capacity or language ability.'* Weir (1990:7)

IMETS assessment criteria drawn from this definition include spontaneity of language use, where correctness and appropriateness should have equal weight. In all four skills providing for spontaneity is the interlocutor's task, while assessing this important feature of communicative language use is the assessor's competence, who can rely on the descriptors. Creating specific contexts of use mentioned in Weir's definition above is a requirement concerning the interlocutor, who is supposed to prepare for creating such contexts where the test-taker is and feels stimulated to produce appropriate and correct verbal performance. The way of assessing this performance is coded in the assessment scales to be used both by the assessor and the interlocutor.

### **Communicative capacity or language ability**

A very important issue that needs clarification is also hidden in Weir's definition, namely, *'Should IMETS evaluate communicative capacity or language ability?'*. The answer to this question can only be accepting the latter. There is a crucial difference between these two seemingly synonymous phrases, which can be summarised by stating that successful communication does not necessarily mean correct and appropriate language use. In extreme cases communication can be successful without uttering a single word, a way that should by no means be encouraged in a language exam. It is also common knowledge that LSP use is precise and accurate, especially in pharmacy, healthcare or medicine, the target domains of IMETS. The necessary degree of precision and accuracy can only be demonstrated and achieved by clear verbal expression, especially in the case of productive skills assessment. Communicative capacity and language ability are multifaceted concepts which cannot be directly measured, only conclusions concerning the degree of their development can be drawn through analyzing relevant performance.

### **LSP testing is criterion referenced testing**

In simple terms, criterion referenced testing (CR), as opposed to norm-referenced testing (NR), is meant to interpret test-takers' performance with reference to the criterion level. In other words, CR tests can be

passed by anybody whose verbal performance is above the minimum requirement in relation to a particular verbal activity related to a communicative task or situation within the domain tested.

### **Defining the minimum requirement**

The minimum requirement is defined as appropriate and correct use of the language in performing simulated communicative tasks in situations within the domain of medicine, nursing or pharmacy. IMETS is meant to be a set of CR rather than NR tests, however calculating the final score in each of the four skills bears NR features, namely, certain differences between individual test-takers' LSP performance are made. The crucial point here is defining the breakpoint, i.e. the criterion level. As there are no objective methods for defining this breakpoint in the case of verbal activities, it is an arbitrary value expressed in terms of percentages of scores. IMETS uses a widely accepted minimum requirement of 40 percent on each constituting paper (Speaking and Listening Comprehension, which constitute the Oral Test and Writing and Reading Comprehension, which constitute the Written Test), while the overall requirement is 60 percent both on the written and the Oral Tests.

### **IMETS test assessors' responsibility**

There are three important conclusions to be made. Firstly, achieving the arbitrarily established 40- percent on both the productive and receptive skills is not sufficient for passing the exam. In the extreme case a test-taker scores 40 percent on either constituting skill, they should score 80 percent on the other skill to achieve the average of 60 percent. In practical terms it means that the receptive and productive aspects compensate for each other. This seems to reflect overall experience with everyday people, some are better at listening than speaking or worse at writing than reading, or the other way round. Secondly, assessors of the productive skills (Speaking and Writing) have great responsibility in making the decision about passing or failing test-takers. Although in making this decision they can rely on assessment scales, which take several aspects of the performance on board and are thought to be of great help, nevertheless may lack sufficient detail for judging borderline cases. Thirdly, although the IMETS assessment system allows assessors to make distinctions between the acceptable performance ranges, this feature is far less important than is making the essential distinction between pass and fail. Finally, it should be mentioned here that the Reading Paper and the Listening paper are assessed electronically.

### **Target language use and test task characteristics**

Douglas (2000:51) analyses the relationship between LSP use and LSP tasks. The purpose of the present section is to summarize this analysis with IMETS test assessment in mind.



## **CHARACTERISTICS OF THE RUBRIC**

The rubric, used as a basic language testing concept, contains procedural information as to how certain language performance should be elicited, how test-takers are supposed to respond to the stimuli, the number and relative importance of the tasks, the time allotted for performing the tasks and the evaluation criteria including criteria for correctness, appropriateness and rating procedures. In the case of IMETS tests the majority of this information is included in IMETS Test Specifications and – a smaller portion concerning evaluation criteria – appears later on in this book under skills assessment and assessment scales for levels B1, B2 and C1.

### **Evaluation vs. assessment**

In some situations these concepts overlap to such an extent that trying to sort out the differences between them may even appear futile conceptualization. However, Douglas (2000:53) makes it clear that

*'... evaluation refers strictly to what language users or test-takers are told about criteria by which their language performances will be judged and the procedures used to carry out the evaluation'.*

(Douglas 2000:53)

while the term 'assessment'

*'... refers to a fuller, more technical description of the criteria by which language users and test-takers are judged based on an analysis of the Target Language Use (TLU) situation as well as procedures for rating and description of the construct'.* (Douglas 2000:53)

By definition assessment comes into play as early as the stage of test development where assessment criteria should be made clear for the test-takers. In LSP language use both the construct, the rules and ways of operation constitute part of the background knowledge, which is mostly used by LSP users unconsciously. When, however, it comes to testing, it is necessary to make the test-takers aware of these criteria by spelling them out explicitly.

### **Eliciting language performance**

In the case of receptive skills and the writing skills the way of eliciting performance is rather technical and entirely prepared by test developers. The Speaking skills show a somewhat different picture since test assessors are also responsible for the elicitation process. It is common knowledge that the lack of care in the process of eliciting speaking performance may severely distort the outcome. There are several details about the expected behaviour and the standard procedure used in the Speaking Paper, it seems important to call

the assessors' attention to the importance of careful preparation for both the interlocutor's and the assessor's roles. It is desirable to exchange these roles after each testing event.

### **Time allotment**

A crucially important aspect of testing is keeping time limits whenever there are some. The software applied is supposed to keep to them very strictly.

### **The expected response**

Regardless of the nature and level of the skills tested, there are three dimensions of language performance that need to be taken into account on testing LSP use: reactivity, scope and directness.

### **Reactivity**

In general reactivity is interpreted as a kind of immediate reaction / modification carried out by the speaker / writer in some aspects of the utterance produced by him or her as a result of the feedback given by the partner in communication. In LSP tests reactivity also has an important role.

In the Speaking Paper at all the three skill levels of the IMETS test for example there are three tasks where reactivity plays a part. The first introductory talk is clearly meant to test reactivity by means of the interlocutor's efforts to elicit spontaneous LSP use. The degree of spontaneity in such tasks is extremely high, which is very important, as in this way instead of prepared chunks of language acquired by rote learning in preparation for the exam the test-taker provides 'natural' language performance. It is the interlocutor's responsibility to interfere immediately when the suspicion of the test-taker presenting prepared chunks of language arises, and also give guidance as to how the discussion should continue. Not only questions but remarks and feedback to the test-taker's utterances can serve as stimuli for reactivity. A somewhat lesser degree of spontaneity can be expected in the second task of the Speaking Paper, where simulated client – professional interviews are required to produce. These interviews belong to the more convention-ridden genres, which is the reason why the language performance here is more stereotypical than in free talking. On the other hand, this type of test task also requires high degree of reactivity, as the input and the prompts come to the test-taker's knowledge only at the exam. Presenting graphs, tables or figures relying on non-verbal stimuli, the third type of task in the Speaking Paper requires even less spontaneity than the previous two tasks, however it requires a rather firm knowledge and the ability of applying the genre of oral presentation. IMETS Speaking Test assessors, and especially interlocutors must keep in mind that reactivity is a pre-requisite of natural spoken LSP, which is of utmost importance when eliciting LSP performance.

The role of reactivity in the Writing Paper has many similar features to that in the Speaking Paper, the most essential difference being the lack of constant feedback. On all the tasks of the Writing Paper at any of the three skill levels the test-taker is supposed to give relevant reactions to the stimuli reflected in the input and the prompts. Because there is no immediate feedback, this activity requires a firm knowledge of the genre characteristics including discourse conventions, lexis and specific terminology. IMETS Writing test assessors are supposed to use the assessment scales very carefully keeping the communicative tasks as well as issues of the language use in mind.

The role of reactivity in the two receptive papers of IMETS is utterly different. Both in the Reading and Listening Papers, test items are typically discrete points, each of them having a rather narrow focus, which is usually targeted at finding certain phrases, which makes electronic assessment possible.

### **Directness**

Directness is the second aspect that has an influence on the expected response. Directness can be defined as *'the degree to which the response depends on the input as opposed to the language user's own specific background knowledge'* (Douglas 2000:66). As instructions cannot contain all the data necessary for eliciting the relevant behaviour in an LSP context, IMETS assumes that test-takers have two types of background knowledge. One is the kind of knowledge directly related to the profession (medicine, nursing and pharmacy), which develops through the professional socialization of the test-takers. This kind of knowledge can be called professional content knowledge, which is a pre-requisite for producing LSP performance. This knowledge, as it is described elsewhere in this chapter, does not serve as the target of testing, consequently it is not the object of assessment. Still in other words, any mistake, misunderstanding or deviation from the official views on a particular professional issue must not influence test results in any way. The second type of knowledge, which is closely related to the professional content knowledge is formal knowledge, which is the way how professional issues are spoken / written about in certain professional contexts. This type of knowledge can also be part of professional socialization but the process of learning in this case can be significantly shorter than the process of acquiring professional content knowledge. The way of shortening the time necessary for acquiring the special ways of responding to the special LSP tasks is studying such subjects as register, discourse and especially genre analysis. Actually discourse and genres are never described in detail by test instructions as their knowledge is assumed by the test developers. In this way IMETS tests can be thought of as rather indirect. In other words, there are only references to both professional content knowledge and formal knowledge to be used by the test-taker in an effort to solve

productive tasks in IMETS. Consequently, IMETS assessors responsible for assessing productive tasks (Written and Spoken papers) are supposed to be clear about the features and peculiarities of the register, discourse and genres conventionally used in those contexts. It is important even in such cases when LSP performances are compared to assessment scales. As there is not sufficient space or time for going into detail, assessment scales will often say only a few words concerning genre, for instance, such general things as 'the candidate can use the appropriate genre in accordance with the conventions of the profession'. Still another aspect of directness is the way of providing the answer to certain discrete point items. The exclusive acceptance of the word-for-word solution in a discrete point item is closer to directness, while the acceptance of reproducing the meaning by using synonymous phrases is closer to indirectness.

### **Scope**

Scope is the third characteristic to be taken on board on assessing LSP tests, which '*pertains to the amount or variety of input that the participant must process before responding*' (Douglas 2000:65). '*... in LSP testing there is certainly a need to provide rich contextualization cues to help ensure the engagement of appropriate discourse domains ...*' (Douglas 2000:65). As can be seen, the scope mainly concerns test developers, however, it also pertains to the elicitation procedure in the Speaking Paper, where the contextualization cues are often provided 'on the spur of the moment' by the interlocutor. While some preparation for this task is indispensable, due to the nature of free conversation it cannot be entirely based on prepared utterances. Another aspect of scope gets realized in the assessment procedure, depending on the type of skill tested. In the Speaking Paper, for instance, fully appropriate language use is the requirement, since this is what the Speaking test is meant to measure. In practical terms it means that the language conventionally used in a doctor – patient encounter is the criterion and any diversion from this is considered as inappropriate, which results in the reduction of the score. If, however, instead of accepted terminology colloquial language is used by the test-taker in solving a task in the Listening or Reading comprehension papers, it should be considered as acceptable if otherwise it meets the requirements indicated in the instructions to the task (number of words). The reason for this is that the only way of checking comprehension in an LSP test is making the test-taker verbalize what he / she understood but the way how it is done can vary within some limitations, as long as the original meaning is preserved.

### **Establishing correctness and appropriateness of the answers in the receptive papers**

Most of the tasks in the receptive papers are discrete point, which means that their assessment does not require value judgement. The assessment of this type of test items requires a simple factual decision, it can be either correct or incorrect. That is why the assessment of the Reading Paper and the Listening Paper can be done electronically.

### **Rating procedures in the productive papers**

In both the Writing Paper and the Speaking Paper double marking is used. This means that any test-taker's any performance within the IMETS testing system is assessed by two trained IMETS assessors. Employing two assessors has two advantages. One is that any of the assessor's judgement is supervised by another assessor, whose role in the process is that of a controller, a person who takes responsibility for a judgement. The second assessor is always entitled to argue against the first assessor's judgement. If consensus is reached, the process ends with mutual acceptance of the compromise. If the second assessor is unable to convince the first one about the necessity of changing the score in the way suggested by the second assessor, the procedure to follow is to present the case to the Chief Examiner. The Chief Examiner in such cases may invite an independent expert to help settling the problem or may make a decision on his / her own. In either case the Chief Examiner's decision will be final.

Another important factor of the rating procedure in any segment of the IMETS testing system is that assessment scales are at the assessors' disposal. More precisely, the assessment scales are there to ensure inter-rater reliability, especially in cases (the Speaking and the Writing comprehension papers) when value judgements are made by the assessors, so using them by making value judgements relying on them is obligatory for IMETS assessors. Inter-rater reliability, i.e. the effort to make any value judgement independent of the assessor's person is crucially important for the IMETS testing system for two reasons. Firstly, it increases the reliability of the tests in general. Secondly, it increases the face validity, i.e. the good reputation of IMETS as being a reliable and just measurement of LSP skills. Although IMETS test assessors will be trained before they are licensed as examiners, the way of using the assessment scales is important to describe. The most reliable way of using such documents is having them open to those other than assessors and making the decision about the test-taker's performance by comparing it to the description in a particular band. The most important features of the performance will be described from several aspects, still, there can remain doubts, especially in borderline cases. In some of these dilemmas double marking may offer an acceptable solution, while in other cases the decision must be made by the Chief Examiner.

## **CHAPTER 1 ASSESSMENT OF THE WRITTEN TEST**

The IMETS Written Test can be taken independently of the IMETS Oral Test. It consists of two parts, the Reading Paper and the Writing Paper. The two papers have the same relative weight. The maximum points available on each Paper is 25.

The pass range of the Written Test is 30-50 points (60-100%).

However, there is a 10-point minimum requirement (40%) both on the Reading Paper and on the Writing Paper, i.e. the candidate fails if they score under 10 points in any of these Papers even when they achieve 30 or more points altogether.

### **1.1 Assessment of the Reading Paper**

As it was discussed above, the assessment of the Reading Paper does not require value judgement. Thus, it is assessed electronically.

### **1.2 Assessment of the Writing Paper**

#### *Registered Assessors for the IMETS Writing Paper*

Assessors are required to be qualified IMETS assessors and hold a valid IMETS Test Assessor Certificate for the given examination period. To become a qualified IMETS assessor, one is required to satisfy the requirements of the 'Training for New IMETS Test Assessors', hold at least a Bachelors degree in linguistics or a branch of health sciences and have at least one-year experience in teaching or testing. To hold a valid IMETS Test Assessor Certificate for the given examination period one is required to satisfy the requirements of the 'Training for Regular IMETS Test Assessors' at least once a year. Assessors are required to sign the Declaration of Confidentiality and the Declaration of Secrecy.

#### *Independent assessment*

Double marking is used for assessing IMETS Writing Papers so assessment is performed by two independent assessors, i.e. the assessors are not required to reach a compromise during the assessment in any debatable case.

### *Assessment Scales for the Writing Paper*

Assessment of the Writing Paper at each level should be in line with the assessment scales presented in this chapter later on. For the purposes of the IMETS Writing Paper at each level *Task Achievement, Structure and Coherence, Accuracy and Range* are assessed.

Task Achievement is interpreted as

- the ability to complete the task in harmony with the task instructions
- the ability to meet the layout of the given genre and the set word length

Structure and Coherence is interpreted as

- the ability to use paragraphic conventions and linking devices in a relevant and structured way
- the ability to develop points systematically

Accuracy is interpreted as

- the ability to use the language to fulfil LSP tasks with the highest possible degree of grammaticality including the correct use of grammatical structures, spelling and punctuation
- the ability to use the language to fulfil LSP tasks with the highest possible degree of correctness in using words, phrases and particularly profession-related terms

Range is interpreted as

- the ability to use relevant range of vocabulary and expressions to deal with profession-related topics
- the ability to use relevant vocabulary to achieve the communication purpose in the given genre.

### 1.2.1 Assessment Scales for level B1 (Official Letter Writing/Case Presentation)

#### Task Achievement

Score	Description
5	<ul style="list-style-type: none"><li>• requirements of set task types are addressed</li><li>• layout meets the requirements of the genre</li><li>• set word length is observed</li><li>• the text is absolutely clear and detailed</li></ul>
4	<ul style="list-style-type: none"><li>• requirements of set task types are addressed at least in 80-90%</li><li>• layout meets the requirements of the genre</li><li>• set word length is observed with a negligible deviation</li><li>• the text is mainly clear and detailed</li></ul>
3	<ul style="list-style-type: none"><li>• <b>requirements of set task types are addressed at least in 60-70%</b></li><li>• <b>layout mainly meets the requirements of the genre</b></li><li>• <b>set word length is mainly observed</b></li><li>• <b>the text is quite clear and detailed</b></li></ul>
2	<ul style="list-style-type: none"><li>• requirements of set task types are not fully addressed (50-60%)</li><li>• layout partially meets the requirements of the genre</li><li>• set word length is not observed</li><li>• the text is not always clear and detailed</li></ul>
1	<ul style="list-style-type: none"><li>• requirements of set task types are mostly not addressed</li><li>• layout does not meet the requirements of the genre</li><li>• set word length is not observed</li><li>• the text is mostly unclear and not detailed</li></ul>
0	<ul style="list-style-type: none"><li>• requirements of set task types are not addressed</li><li>• layout does not meet the requirements of the genre</li><li>• set word length is not observed</li><li>• the text is not clear and detailed</li></ul>

Structure/Coherence

Score	Description
5	<ul style="list-style-type: none"> <li>• satisfying the requirements of the given genre performance has an excellent overall structure at the text level</li> <li>• highly effective use of paragraphing conventions of the given genre</li> <li>• points are developed systematically and very clearly</li> <li>• linking devices typical of the given genre are used in an excellent way</li> <li>• clearly intelligible continuous performance</li> </ul>
4	<ul style="list-style-type: none"> <li>• satisfying the requirements of the given genre performance has a good overall structure at the text level</li> <li>• good use of paragraphing conventions of the given genre</li> <li>• points are developed systematically</li> <li>• linking devices typical of the given genre are used in a fairly good way</li> <li>• relatively intelligible continuous performance</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>satisfying the requirements of the given genre performance has a satisfactory overall structure at the text level</b></li> <li>• <b>paragraphing conventions of the given genre are generally followed</b></li> <li>• <b>points are developed largely systematically</b></li> <li>• <b>linking devices typical of the given genre are used in a satisfactory way</b></li> <li>• <b>relatively intelligible continuous performance</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• performance does not always have a satisfactory overall structure at the text level and sometimes it does not meet the requirements of the given genre</li> <li>• paragraphing conventions of the given genre are not generally followed</li> <li>• points are often not developed systematically</li> <li>• there is a lack of linking devices typical of the given genre and they are sometimes not used in a satisfactory way</li> <li>• relatively intelligible and continuous performance</li> </ul>
1	<ul style="list-style-type: none"> <li>• performance has mainly unsatisfactory overall structure at the text level and it does not meet the requirements of the given genre in most of the cases</li> <li>• paragraphing conventions of the given genre are rarely followed</li> <li>• points are rarely developed systematically</li> <li>• there is a lack of linking devices typical of the given genre and they are rarely used in a satisfactory way</li> <li>• mainly not intelligible and continuous performance</li> </ul>
0	<ul style="list-style-type: none"> <li>• performance is completely incoherent</li> </ul>

Accuracy

Score	Description
5	<ul style="list-style-type: none"> <li>• clear grammatical structures are almost always used</li> <li>• hardly any incorrect lexical choice</li> <li>• there are few grammatical mistakes but they do not lead to misunderstanding</li> <li>• there are few spelling mistakes but they do not lead to misunderstanding</li> <li>• linking devices are used accurately</li> <li>• standard punctuation conventions of the given genre are used</li> </ul>
4	<ul style="list-style-type: none"> <li>• clear lexical and grammatical structures are mainly used</li> <li>• occasional incorrect lexical choice but it does not lead to misunderstanding</li> <li>• there are a few grammatical mistakes but they do not lead to misunderstanding</li> <li>• there are a few spelling mistakes but they do not lead to misunderstanding</li> <li>• linking devices are mainly used in an accurate way</li> <li>• standard punctuation conventions of the given genre are almost always used</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>relatively clear lexical and grammatical structures are used but there may be some signs of restriction</b></li> <li>• <b>some incorrect lexical choice but it rarely hinders communication</b></li> <li>• <b>there are some grammatical mistakes but they rarely lead to misunderstanding</b></li> <li>• <b>there are some spelling mistakes but they rarely lead to misunderstanding</b></li> <li>• <b>linking devices are used in a relatively accurate way</b></li> <li>• <b>standard punctuation conventions of the given genre are mainly used</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• lexical and grammatical structures are frequently not clear</li> <li>• some incorrect lexical choice and it sometimes hinder communication</li> <li>• there are some grammatical mistakes and they sometimes lead to misunderstanding</li> <li>• there are some spelling mistakes and they sometimes lead to misunderstanding</li> <li>• linking devices are sometimes used inappropriately</li> <li>• standard punctuation conventions of the given genre are often not followed</li> </ul>
1	<ul style="list-style-type: none"> <li>• lexical and grammatical structures are mainly not clear</li> <li>• lexical choice is frequently incorrect and it frequently hinders communication</li> <li>• there are a lot of grammatical mistakes and they often lead to misunderstanding</li> <li>• there are a lot of spelling mistakes and they often lead to misunderstanding</li> <li>• linking devices are mainly used inappropriately</li> <li>• standard punctuation conventions of the given genre are mainly not followed</li> </ul>
0	<ul style="list-style-type: none"> <li>• Insufficient language to make an assessment</li> </ul>

Range

Score	Description
5	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are used predominantly</li> <li>• the communication purpose is fully achieved and very clearly expressed in the set register and genre</li> <li>• an excellent range of vocabulary appropriate in the set register and genre is used</li> <li>• an excellent range of language is used to give clear descriptions and factual information as set in the given task</li> </ul>
4	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are mainly used</li> <li>• the communication purpose is almost fully achieved and clearly expressed in the set register</li> <li>• a good range of vocabulary appropriate in the set register and genre is used</li> <li>• a good range of language is used to give clear descriptions and factual information as set in the given task</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>lexical and grammatical structures significant in the given genre are mainly used</b></li> <li>• <b>the communication purpose is achieved and relatively well expressed in the set register and genre</b></li> <li>• <b>a fairly good range of vocabulary appropriate in the set register and genre is used</b></li> <li>• <b>a sufficient language is used to give clear descriptions and factual information as set in the given task</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are rarely used</li> <li>• the communication purpose is not always achieved and well expressed in the set register and genre</li> <li>• a limited range of vocabulary appropriate in the set register and genre is used</li> <li>• a limited range of language is used to give clear descriptions and factual information as set in the given task</li> </ul>
1	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are almost never used</li> <li>• the communication purpose is almost never achieved and well expressed in the set register and genre</li> <li>• an extremely limited range of vocabulary appropriate in the set register and genre is used</li> <li>• an extremely limited language is used to give clear descriptions and factual information as set in the given task</li> </ul>
0	<ul style="list-style-type: none"> <li>• Insufficient language to make an assessment</li> </ul>

## 1.2.2 Assessment Scales for level B2 (Official Letter Writing/Case Presentation)

### Task Achievement

Score	Description
5	<ul style="list-style-type: none"> <li>requirements of set task types are addressed</li> <li>layout meets the requirements of the genre</li> <li>set word length is observed</li> <li>the text is absolutely clear and detailed</li> <li>the reasoning on the given topic is excellently expressed</li> <li>absolutely appropriate arguments are used</li> <li>advantages and disadvantages of different alternatives are precisely explained</li> <li>important points are excellently emphasised</li> <li>problems are excellently evaluated</li> <li>solutions are provided in an excellent way</li> </ul>
4	<ul style="list-style-type: none"> <li>requirements of set task types are addressed at least in 80-90%</li> <li>layout meets the requirements of the genre</li> <li>set word length is observed with a negligible deviation</li> <li>the text is mainly clear and detailed</li> <li>the reasoning on the given topic is well expressed</li> <li>appropriate arguments are used</li> <li>advantages and disadvantages of different alternatives are well explained</li> <li>important points are well emphasised</li> <li>problems are well evaluated</li> <li>solutions are provided well</li> </ul>
3	<ul style="list-style-type: none"> <li><b>requirements of set task types are addressed at least in 60-70%</b></li> <li><b>layout mainly meets the requirements of the genre</b></li> <li><b>set word length is mainly observed</b></li> <li><b>the text is quite clear and detailed</b></li> <li><b>the reasoning on the given topic is expressed</b></li> <li><b>fairly appropriate arguments are used</b></li> <li><b>advantages and disadvantages of different alternatives are explained</b></li> <li><b>important points are emphasised</b></li> <li><b>problems are evaluated</b></li> <li><b>solutions are provided</b></li> </ul>
2	<ul style="list-style-type: none"> <li>requirements of set task types are not fully addressed (50-60%)</li> <li>layout partially meets the requirements of the genre</li> <li>set word length is not observed</li> <li>the text is not always clear and detailed</li> <li>the reasoning on the given topic is not always expressed</li> <li>arguments are sometimes inappropriate</li> <li>advantages and disadvantages of different alternatives are not always explained</li> <li>important points are not always emphasised</li> <li>problems are not always evaluated</li> <li>solutions are not always provided</li> </ul>
1	<ul style="list-style-type: none"> <li>requirements of set task types are mostly not addressed</li> <li>layout does not meet the requirements of the genre</li> <li>set word length is not observed</li> <li>the text is mostly unclear and not detailed</li> <li>the reasoning on the given topic is rarely expressed</li> <li>inappropriate arguments are used mostly</li> <li>advantages and disadvantages of different alternatives are mostly not explained</li> <li>important points are mostly not emphasised</li> <li>problems are mostly not evaluated</li> <li>solutions are not provided</li> </ul>
0	<ul style="list-style-type: none"> <li>requirements of set task types are not addressed</li> <li>layout does not meet the requirements of the genre</li> <li>set word length is not observed</li> <li>the text is not clear and detailed</li> <li>the reasoning on the given topic is not expressed</li> <li>inappropriate arguments are used</li> <li>advantages and disadvantages of different alternatives are not explained</li> <li>important points are not emphasised</li> <li>problems are not evaluated</li> <li>solutions are not provided</li> </ul>

Structure/Coherence

Score	Description
5	<ul style="list-style-type: none"> <li>• satisfying the requirements of the given genre performance has an excellent overall structure at the text level</li> <li>• highly effective use of paragraphing conventions of the given genre</li> <li>• points are developed systematically and very clearly</li> <li>• linking devices typical of the given genre are used in an excellent way</li> <li>• clearly intelligible continuous performance</li> </ul>
4	<ul style="list-style-type: none"> <li>• satisfying the requirements of the given genre performance has a good overall structure at the text level</li> <li>• good use of paragraphing conventions of the given genre</li> <li>• points are developed systematically</li> <li>• linking devices typical of the given genre are used in a fairly good way</li> <li>• clearly intelligible continuous performance</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>satisfying the requirements of the given genre performance has a satisfactory overall structure at the text level</b></li> <li>• <b>paragraphing conventions of the given genre are generally followed</b></li> <li>• <b>points are developed largely systematically</b></li> <li>• <b>linking devices typical of the given genre are used in a satisfactory way</b></li> <li>• <b>clearly intelligible continuous performance</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• performance does not always have a satisfactory overall structure at the text level and sometimes it does not meet the requirements of the given genre</li> <li>• paragraphing conventions of the given genre are not generally followed</li> <li>• points are often not developed systematically</li> <li>• there is a lack of linking devices typical of the given genre and they are sometimes not used in a satisfactory way</li> <li>• not entirely intelligible and continuous performance</li> </ul>
1	<ul style="list-style-type: none"> <li>• performance has mainly unsatisfactory overall structure at the text level and it does not meet the requirements of the given genre in most of the cases</li> <li>• paragraphing conventions of the given genre are rarely followed</li> <li>• points are rarely developed systematically</li> <li>• there is a lack of linking devices typical of the given genre and they are rarely used in a satisfactory way</li> <li>• mainly not intelligible and continuous performance</li> </ul>
0	<ul style="list-style-type: none"> <li>• performance is completely incoherent</li> </ul>

Accuracy

Score	Description
5	<ul style="list-style-type: none"> <li>• clear grammatical structures are almost always used</li> <li>• hardly any incorrect lexical choice</li> <li>• there are few grammatical mistakes but they do not lead to misunderstanding</li> <li>• there are few spelling mistakes but they do not lead to misunderstanding</li> <li>• linking devices are used accurately</li> <li>• standard punctuation conventions of the given genre are used</li> </ul>
4	<ul style="list-style-type: none"> <li>• clear lexical and grammatical structures are almost always used</li> <li>• occasional incorrect lexical choice but it does not lead to misunderstanding</li> <li>• there are a few grammatical mistakes but they do not lead to misunderstanding</li> <li>• there are a few spelling mistakes but they do not lead to misunderstanding</li> <li>• linking devices are almost always used in an accurate way</li> <li>• standard punctuation conventions of the given genre are almost always used</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>clear lexical and grammatical structures are used but there may be some signs of restriction</b></li> <li>• <b>some incorrect lexical choice but it rarely hinders communication</b></li> <li>• <b>there are some grammatical mistakes but they do not lead to misunderstanding</b></li> <li>• <b>there are some spelling mistakes but they do not lead to misunderstanding</b></li> <li>• <b>linking devices are used in a relatively accurate way</b></li> <li>• <b>standard punctuation conventions of the given genre are mainly used</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• lexical and grammatical structures are frequently not clear</li> <li>• some incorrect lexical choice and it sometimes hinder communication</li> <li>• there are some grammatical mistakes and they sometimes lead to misunderstanding</li> <li>• there are some spelling mistakes and they sometimes lead to misunderstanding</li> <li>• linking devices are sometimes used inappropriately</li> <li>• standard punctuation conventions of the given genre are often not followed</li> </ul>
1	<ul style="list-style-type: none"> <li>• lexical and grammatical structures are mainly not clear</li> <li>• lexical choice is frequently incorrect and it frequently hinders communication</li> <li>• there are a lot of grammatical mistakes and they often lead to misunderstanding</li> <li>• there are a lot of spelling mistakes and they often lead to misunderstanding</li> <li>• linking devices are mainly used inappropriately</li> <li>• standard punctuation conventions of the given genre are mainly not followed</li> </ul>
0	<ul style="list-style-type: none"> <li>• Insufficient language to make an assessment</li> </ul>

Range

Score	Description
5	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are used predominantly</li> <li>• the communication purpose is fully achieved and very clearly expressed in the set register and genre</li> <li>• an excellent variety of structures appropriate in the set register and genre is used</li> <li>• a range of complex structures/sentence forms appropriate in the set register and genre are used</li> <li>• an excellent range of vocabulary appropriate in the set register and genre is used</li> <li>• an excellent range of language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability or necessity/develop arguments as set in the given task</li> </ul>
4	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are almost always used</li> <li>• the communication purpose is almost fully achieved and clearly expressed in the set register</li> <li>• a good variety of structures appropriate in the set register and genre is used</li> <li>• a range of complex structures/sentence forms appropriate in the set register and genre are used</li> <li>• a good range of vocabulary appropriate in the set register and genre is used</li> <li>• a good range of language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability or necessity/develop arguments as set in the given task</li> </ul>
3	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are used predominantly</li> <li>• the communication purpose is achieved and relatively well expressed in the set register and genre</li> <li>• some variety of structures appropriate in the set register and genre is used</li> <li>• some complex structures/sentence forms appropriate in the set register and genre are used</li> <li>• a fairly good range of vocabulary appropriate in the set register and genre is used</li> <li>• a sufficient language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability or necessity/develop arguments as set in the given task</li> </ul>
2	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are rarely used</li> <li>• the communication purpose is not always achieved and well expressed in the set register and genre</li> <li>• a limited variety of structures appropriate in the set register and genre is used</li> <li>• a limited number of complex structures/sentence forms appropriate in the set register and genre are used</li> <li>• a limited range of vocabulary appropriate in the set register and genre is used</li> <li>• a limited range of language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability or necessity/develop arguments as set in the given task</li> </ul>
1	<ul style="list-style-type: none"> <li>• lexical and grammatical structures significant in the given genre are almost never used</li> <li>• the communication purpose is almost never achieved and well expressed in the set register and genre</li> <li>• an extremely limited variety of structures appropriate in the set register and genre is used</li> <li>• almost no complex structures/sentence forms appropriate in the set register and genre are used</li> <li>• an extremely limited range of vocabulary appropriate in the set register and genre is used</li> <li>• an extremely limited language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability or necessity/develop arguments as set in the given task</li> </ul>
0	<ul style="list-style-type: none"> <li>• Insufficient language to make an assessment</li> </ul>

### 1.2.3 Assessment Scales for level C1 (Official Letter Writing/Case Presentation)

#### Task Achievement

Score	Description
5	<ul style="list-style-type: none"> <li>• requirements of set task types are addressed in an excellent way</li> <li>• layout meets the requirements of the genre</li> <li>• set word length is observed</li> <li>• the text is absolutely clear and detailed</li> <li>• the reasoning on the given topic is excellently expressed</li> <li>• absolutely appropriate arguments are used</li> <li>• advantages and disadvantages of different alternatives are precisely explained</li> <li>• important points are excellently emphasised</li> <li>• problems are excellently evaluated</li> <li>• solutions are provided in an excellent way</li> </ul>
4	<ul style="list-style-type: none"> <li>• requirements of set task types are well addressed</li> <li>• layout meets the requirements of the genre</li> <li>• set word length is observed</li> <li>• the text is almost absolutely clear and detailed</li> <li>• the reasoning on the given topic is very well expressed</li> <li>• almost absolutely appropriate arguments are used</li> <li>• advantages and disadvantages of different alternatives are very well explained</li> <li>• important points are very well emphasised</li> <li>• problems are very well evaluated</li> <li>• solutions are provided very well</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>requirements of set task types are well addressed</b></li> <li>• <b>layout meets the requirements of the genre</b></li> <li>• <b>set word length is observed</b></li> <li>• <b>the text is very clear and detailed</b></li> <li>• <b>the reasoning on the given topic is well expressed</b></li> <li>• <b>appropriate arguments are used</b></li> <li>• <b>advantages and disadvantages of different alternatives are well explained</b></li> <li>• <b>important points are emphasised well</b></li> <li>• <b>problems are evaluated well</b></li> <li>• <b>solutions are provided well</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• requirements of set task types are not fully addressed</li> <li>• layout partially meets the requirements of the genre</li> <li>• set word length is not observed</li> <li>• the text is still clear and detailed</li> <li>• the reasoning on the given topic is not always expressed well</li> <li>• arguments are sometimes inappropriate</li> <li>• advantages and disadvantages of different alternatives are not always explained well</li> <li>• important points are not always emphasised well</li> <li>• problems are not always evaluated well</li> <li>• solutions are not always provided well</li> </ul>
1	<ul style="list-style-type: none"> <li>• requirements of set task types are mostly not addressed</li> <li>• layout does not meet the requirements of the genre</li> <li>• set word length is not observed</li> <li>• the text is sometimes unclear and not detailed enough</li> <li>• the reasoning on the given topic is rarely expressed well</li> <li>• inappropriate arguments are often used</li> <li>• advantages and disadvantages of different alternatives are mostly not explained well</li> <li>• important points are mostly not emphasised well</li> <li>• problems are mostly not evaluated well</li> <li>• solutions are not provided well</li> </ul>
0	<ul style="list-style-type: none"> <li>• requirements of set task types are not addressed</li> <li>• layout does not meet the requirements of the genre</li> <li>• set word length is not observed</li> <li>• the text is mainly not clear and detailed</li> <li>• the reasoning on the given topic is mainly not expressed</li> <li>• inappropriate arguments are used</li> <li>• advantages and disadvantages of different alternatives are not explained</li> <li>• important points are not emphasised</li> <li>• problems are not evaluated</li> <li>• solutions are not provided</li> </ul>

Structure/Coherence

Score	Description
5	<ul style="list-style-type: none"> <li>• satisfying the requirements of the given genre performance has an excellent overall structure at the text level</li> <li>• highly effective use of paragraphing conventions of the given genre [corr MF]</li> <li>• points are developed systematically and absolutely clearly</li> <li>• linking devices typical of the given genre are used in an excellent way</li> <li>• absolutely intelligible continuous performance</li> </ul>
4	<ul style="list-style-type: none"> <li>• satisfying the requirements of the given genre performance has a fairly good overall structure at the text level</li> <li>• very good use of paragraphing conventions of the given genre</li> <li>• points are developed systematically and very clearly</li> <li>• linking devices typical of the given genre are used in a very good way</li> <li>• clearly intelligible continuous performance</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>satisfying the requirements of the given genre performance has a good overall structure at the text level</b></li> <li>• <b>good use of paragraphing conventions of the given genre</b></li> <li>• <b>points are developed systematically and clearly</b></li> <li>• <b>linking devices typical of the given genre are used in a good way</b></li> <li>• <b>clearly intelligible continuous performance</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• performance has a satisfactory overall structure at the text level</li> <li>• paragraphing conventions of the given genre are generally followed</li> <li>• points are developed relatively systematically</li> <li>• there is a lack of linking devices typical of the given genre but they are used in a satisfactory way</li> <li>• still intelligible and continuous performance</li> </ul>
1	<ul style="list-style-type: none"> <li>• performance has mainly unsatisfactory overall structure at the text level and it does not meet the requirements of the given genre in most of the cases</li> <li>• paragraphing conventions of the given genre are rarely followed</li> <li>• points are rarely developed systematically</li> <li>• there is a lack of linking devices typical of the given genre and they are rarely used in a satisfactory way</li> <li>• mainly not intelligible and continuous performance</li> </ul>
0	<ul style="list-style-type: none"> <li>• performance is completely incoherent</li> </ul>

Accuracy

Score	Description
5	<ul style="list-style-type: none"> <li>• clear grammatical structures are used</li> <li>• excellent lexical choice supporting communication</li> <li>• there are almost no grammatical mistakes, they do not lead to any misunderstanding</li> <li>• there are almost no spelling mistakes, they do not lead to any misunderstanding</li> <li>• linking devices are used in an excellent way</li> <li>• standard punctuation conventions of the given genre are used</li> </ul>
4	<ul style="list-style-type: none"> <li>• clear lexical and grammatical structures are used</li> <li>• very good lexical choice supporting communication</li> <li>• there are few grammatical mistakes but they do not lead to any misunderstanding</li> <li>• there are few spelling mistakes but they do not lead to any misunderstanding</li> <li>• linking devices are used in an accurate way</li> <li>• standard punctuation conventions of the given genre are almost always used</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>clear lexical and grammatical structures are used</b></li> <li>• <b>good lexical choice supporting communication</b></li> <li>• <b>there are occasional grammatical mistakes but they do not lead to misunderstanding</b></li> <li>• <b>there are occasional spelling mistakes but they do not lead to misunderstanding</b></li> <li>• <b>linking devices are almost always used properly</b></li> <li>• <b>standard punctuation conventions of the given genre are predominantly used</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• there are few incorrect lexical and grammatical structures but communication is not hindered</li> <li>• some incorrect lexical choice but communication is not hindered</li> <li>• there are some grammatical mistakes but communication is not hindered</li> <li>• there are some spelling mistakes but communication is not hindered</li> <li>• linking devices are sometimes used inappropriately but communication is not hindered</li> <li>• standard punctuation conventions of the given genre are not always followed</li> </ul>
1	<ul style="list-style-type: none"> <li>• lexical and grammatical structures are mainly not clear</li> <li>• lexical choice is frequently incorrect and it sometimes hinders communication</li> <li>• there are a lot of grammatical mistakes and they often lead to misunderstanding</li> <li>• there are a lot of spelling mistakes and they often lead to misunderstanding</li> <li>• linking devices are mainly used inappropriately</li> <li>• standard punctuation conventions of the given genre are mainly not followed</li> </ul>
0	Insufficient language to make an assessment

Range

Score	Description
5	<p>lexical and grammatical structures significant in the given genre are used</p> <p>the communication purpose is fully achieved and expressed in the set register and genre in an excellent way</p> <p>an excellent variety of structures appropriate in the set register and genre is used</p> <p>an excellent range of complex structures/sentence forms appropriate in the set register and genre are used</p> <p>an excellent range of vocabulary appropriate in the set register and genre is used</p> <p>an excellent range of language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability, necessity or polite expression of disagreement/develop arguments as set in the given task</p>
4	<p>lexical and grammatical structures significant in the given genre are almost always used</p> <p>the communication purpose is fully achieved and very clearly expressed in the set register and genre</p> <p>a very good variety of structures appropriate in the set register and genre is used</p> <p>a very range of complex structures/sentence forms appropriate in the set register and genre are used</p> <p>a very good range of vocabulary appropriate in the set register and genre is used</p> <p>a very good range of language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability, necessity or polite expression of disagreement/develop arguments as set in the given task</p>
3	<p>lexical and grammatical structures significant in the given genre are used predominantly</p> <p>the communication purpose is achieved and well expressed in the set register and genre</p> <p>a good variety of structures appropriate in the set register and genre is used</p> <p>a good range of complex structures/sentence forms appropriate in the set register and genre are used</p> <p>a good range of vocabulary appropriate in the set register and genre is used</p> <p>a good range of language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability, necessity or polite expression of disagreement/develop arguments as set in the given task</p>
2	<p>lexical and grammatical structures significant in the given genre are rarely used</p> <p>the communication purpose is not always achieved and well expressed in the set register and genre</p> <p>a limited variety of structures appropriate in the set register and genre is used</p> <p>a limited number of complex structures/sentence forms appropriate in the set register and genre are used</p> <p>a limited range of vocabulary appropriate in the set register and genre is used</p> <p>a limited range of language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability, necessity or polite expression of disagreement/develop arguments as set in the given task</p>
1	<p>lexical and grammatical structures significant in the given genre are almost never used</p> <p>the communication purpose is almost never achieved and well expressed in the set register and genre</p> <p>an extremely limited variety of structures appropriate in the set register and genre is used</p> <p>almost no complex structures/sentence forms appropriate in the set register and genre are used</p> <p>an extremely limited range of vocabulary appropriate in the set register and genre is used</p> <p>an extremely limited language is used to give clear descriptions/express view-points, certainty, uncertainty, doubt, probability, necessity or polite expression of disagreement/develop arguments as set in the given task</p>
0	Insufficient language to make an assessment

To sum up, test-takers are required to complete two tasks in the Writing Paper at each level. Task 1 is an official letter writing for 12 points, while Task 2 is a case presentation for 13 points.

1. In line with the assessment scales, double marking is used for assessing test-takers' writing skills.
2. The two assessors assess the test-takers' performance independently of one another.
3. The scores given by the assessors are recorded on the IMETS Digital Assessment Platform (Coursegarden) and the final test points are calculated automatically as follows:
4. The final test scores (the sum of the scores) of a writing task are converted into test points.
5. On establishing the final test points achieved on a writing task, the arithmetical mean of the converted test points are calculated.
6. The final test points of a writing task are never reported in fractions. Fractions are rounded up from .5 and above and down below .5.

Example:

WR Task 1	assessor 1	assessor 2
Task Achievement (0-5)	5	4
Structure/Coherence (0-5)	4	4
Accuracy (0-5)	4	2
Range (0-5)	5	4
<b>Final score (max: 20)</b>	<b>18</b>	<b>14</b>
Converted points of Task 1 (max 12)	11 ( $18/20=0,9$ ; $12 \times 0,9=10,8$ ; $10,8 \sim 11$ )	8 ( $14/20=0,7$ ; $12 \times 0,7=8,4$ ; $8,4 \sim 8$ )
<b>Final points of Task 1</b> (rounded average of converted points)	<b>10</b> ( $(11 + 8) / 2 = 9,5$ ; $9,5 \sim 10$ )	

WR Task 2	assessor 1	assessor 2
Task Achievement (0-5)	5	4
Structure/Coherence (0-5)	4	4
Accuracy (0-5)	4	2
Range (0-5)	5	4
<b>Final score (max: 20)</b>	<b>18</b>	<b>14</b>
Converted points of Task 1 (max 13)	12 ( $18/20=0,9$ ; $13 \times 0,9=11,7$ ; $11,7 \sim 12$ )	9 ( $14/20=0,7$ ; $13 \times 0,7=9,1$ ; $9,1 \sim 9$ )

<b>Final points of Task 1</b> (rounded average of converted points)	<b>11</b> $(12 + 9) / 2 = 10,5; 10,5 \sim 11$
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<b>Writing Paper</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Final Points</b> min: 10 max: 25
	10	11	<b>21</b>

## CHAPTER 2 ASSESSMENT OF THE ORAL TEST

The IMETS Oral Test can be taken independently of the IMETS Written Test. It consists of two parts, the Listening Paper and the Speaking Paper. The two papers have the same relative weight. The maximum points available on each Paper is 25.

The pass range of the Oral Test is 30-50 points (60-100%).

However, there is a 10-point minimum requirement (40%) both on the Listening Paper and on the Speaking Paper, i.e. the candidate fails if they score under 10 points in any of these Papers even when they achieve 30 or more points altogether.

### 2.1 Assessment of the Listening Paper

As it was discussed above, the assessment of the Listening Paper does not require value judgement. Thus, it is assessed electronically.

### 2.2 Assessment of the Speaking Paper

#### *Registered Assessors for the IMETS Speaking Paper*

Similarly to the registered assessors for the IMETS Writing Paper, assessors and interlocutors for the Speaking Paper are required to be qualified IMETS assessors and hold a valid IMETS Test Assessor Certificate for the given examination period. To become a qualified IMETS assessor, one is required to satisfy the requirements of the 'Training for New IMETS Test Assessors', hold at least a Bachelors degree in linguistics or a branch of health sciences and have at least one-year experience in teaching or testing. To hold a valid IMETS Test Assessor Certificate for the given examination period one is required to satisfy the requirements of the 'Training for Regular IMETS Test Assessors' at least once a year. Assessors are required to sign the Declaration of Confidentiality and the Declaration of Secrecy.

#### *Independent assessment*

Double marking is used for assessing IMETS Speaking Papers so assessment is performed by two independent assessors (one assessor and one invigilator), i.e. the assessors are not required to reach a compromise during the assessment in any debatable case.

*The role of interlocutors:*

- is required to behave naturally, encouragingly but somewhat reservedly, creating the most stimulating and pleasant atmosphere possible for the test-taker's speaking performance
- is required to refrain from making any judgemental remark pertaining to the test-taker's appearance, national or ethnic identity, personal or political orientation or any other personal feature during the whole session.
- is not supposed to correct the test-taker's speech but is allowed to supply a word or phrase occasionally, just in the same way as it is done in natural encounters.
- is not supposed to offer any help or information that can distort the test result.
- is not supposed to eat, drink, make phone calls or use any electronic or digital devices during the whole session.
- is supposed to suggest moving on to the next point of the talk, should the test-taker's speech flow get blocked for any reason, trying to relieve the test-taker's anxiety if there is any.
- is not supposed to indicate like or dislike or make remarks concerning the test-taker's performance in any way during the speaking test session.
- is supposed to signal the beginning and the end of the speaking test and provide any further orientation for the test-taker that is necessary for the test to flow smoothly.
- is responsible for time management, which means covering all the three tasks within the time constraints specified for the given skill level in IMETS test specifications.
- is responsible for eliciting speech sufficient for assessing the test-taker's speaking skills.
- is responsible for eliciting the kind of speech which is supposed to be assessed according to the IMETS Specifications for the given task at the given level of the Speaking Paper.
- is supposed to assess the test-taker's performance following the test in accordance with the assessment criteria. The scores given by the interlocutor serves as one of the two components of calculating the arithmetical mean of the speaking test scores.

*The role of assessors:*

- is supposed to observe the test-taker's speech during the whole test session, taking notes of its features relevant to the assessment criteria specified for each task and the assessment criteria described in IMETS Test Specification
- relying on the observation, is supposed to assess the test-taker's performance on each task independently of the interlocutor
- is not supposed to present the scores given by him / her to the interlocutor

For the purposes of the IMETS Speaking Paper at each level *LSP Fluency, Flexibility, Relevance* and *Accuracy* are assessed.

LSP FLUENCY is interpreted as

- the ability to use the language to fulfil LSP tasks without making pauses for grammatical or lexical planning
- the ability to use the language to fulfil LSP tasks at a speed that makes possible perceiving it as a whole rather than isolated chunks

LSP FLEXIBILITY is interpreted as

- the ability to react to outside stimuli (questions and remarks) in a relevant and structured way
- the ability to return to the original topic and continue relating it when interrupted

LSP RELEVANCE is interpreted as

- the ability to use relevant range of vocabulary and expressions to deal with profession-related topics
- the ability to use phrases which are appropriate to the circumstances with special regard to reacting to interruptions

LSP ACCURACY is interpreted as

- the ability to use the language to fulfil LSP tasks with the highest possible degree of grammaticality, including phonological, morphological, and syntactic correctness
- the ability to use the language to fulfil LSP tasks with the highest possible degree of correctness in using words, phrases and especially profession-related terms

## 2.2.1 Assessment Scales for level B1 (Speaking Paper)

Assessment Scales for the Speaking Paper at level B1, task 1

	Fluency	Flexibility	Relevance	Accuracy
5 points	<ul style="list-style-type: none"> <li>can give slow but fully comprehensible and nearly fluent summary of profession-related topics with few pauses to do grammatical and lexical planning or repair</li> </ul>	<ul style="list-style-type: none"> <li>in more than 90% of the cases can almost immediately react to remarks or other outside distractors when interrupted in relating professional topics</li> <li>can return to the original topic and is able to continue relating it with ease</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small but adequate range of vocabulary and expressions to deal with profession-related topics</li> <li>the majority (more than 90%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays good control of basic lexico grammatical structures and patterns</li> <li>in more than 90% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
4 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, sometimes (in less than 20% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is somewhat slower than that of natural speech, still, it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 70% of the cases can almost immediately react to remarks or other outside distractors when interrupted in relating professional topics</li> <li>can return to the original topic and is able to continue relating it with difficulty</li> </ul>	<ul style="list-style-type: none"> <li>displays a restricted but adequate range of vocabulary and expressions to deal with profession-related topics</li> <li>about 70% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays some difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in more than 70% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
3 points	<ul style="list-style-type: none"> <li><b>when summarizing profession-related topics, frequently (in about 40% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is slow, but it is easy to follow</b></li> </ul>	<ul style="list-style-type: none"> <li><b>in more than 60% of the cases is able to react to remarks or other outside distractors with some delay when interrupted in relating professional topics,</b></li> <li><b>mostly (in more than 50% of the cases) is able to return to the original topic or continue relating it</b></li> </ul>	<ul style="list-style-type: none"> <li><b>displays a restricted and sometimes inadequate range of vocabulary and expressions to deal with profession-related topics</b></li> <li><b>more than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</b></li> </ul>	<ul style="list-style-type: none"> <li><b>displays some difficulties in controlling basic lexico-grammatical structures and patterns</b></li> <li><b>in more than 50% of the cases uses profession-related vocabulary and especially terms accurately</b></li> <li><b>makes several errors but mostly notices and corrects them</b></li> </ul>
2 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, very frequently (in about 50% of the cases) needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is very slow and sometimes difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>in about 50% of the cases is able to react to remarks or other outside distractors with some delay when interrupted in relating professional topics,</li> <li>frequently (in about 50% of the cases) is able to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and often inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>about 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays some difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in about 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but mostly notices and corrects them</li> </ul>
1 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, very frequently (in less than 50% of the cases) needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is very slow and sometimes incomprehensible</li> </ul>	<ul style="list-style-type: none"> <li>in less than 50% of the cases is able to react to remarks or other outside distractors with remarkable delay when interrupted in relating professional topics,</li> <li>frequently (in more than 50% of the cases) is unable to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and almost always inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>less than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays several difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in less than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and rarely notices or corrects them</li> </ul>
0 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, very frequently (in more than 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is extremely slow and mostly incomprehensible</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>in the majority of the cases is unable to react to remarks or other outside distractors,</li> <li>in the majority of cases is unable to return to the original topic or continue it</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and mostly inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>less than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling basic lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors and does not notice or correct them</li> <li>OR: produces no assessable speech</li> </ul>

Assessment Scales for the Speaking Paper at level B1, Task 2

	Fluency	Flexibility	Relevance	Accuracy
10 points	<ul style="list-style-type: none"> <li>can control conversation with a client and participate in it somewhat slower than standard speed of speech but the contribution is easy to follow and nearly fluent</li> </ul>	<ul style="list-style-type: none"> <li>in more than 90% of the cases can almost immediately react to remarks or other outside distractors</li> <li>can preserve the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small but adequate range of vocabulary and expressions to deal with the client</li> <li>the majority (more than 90%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays good control of basic lexico grammatical structures and patterns</li> <li>in more than 90% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
9 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
8 points	<ul style="list-style-type: none"> <li>when participating in a conversation with a client, sometimes (in less than 10% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is somewhat slower than that of natural speech, still, it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 70% of the cases can almost immediately react to remarks or other outside distractors</li> <li>can maintain the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small but adequate range of vocabulary and expressions to deal with the client</li> <li>the majority (more than 70%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>sometimes displays difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in more than 70% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
7 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
6 points	<ul style="list-style-type: none"> <li>when participating in a conversation with a client, more frequently (in about 30% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is slow, but it is not difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 50% of the cases can almost immediately react to remarks or other outside distractors</li> <li>can maintain the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small and sometimes inadequate range of vocabulary and expressions to deal with the client</li> <li>the majority (more than 50%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>sometimes displays difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
5 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
4 points	<ul style="list-style-type: none"> <li>when participating in a conversation with a client, very frequently (in about 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is slow, and it is sometimes difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>in about 50% of the cases can react to remarks or other outside distractors with some delay</li> <li>sometimes fails to maintain the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a very small and often inadequate range of vocabulary and expressions to deal with the client</li> <li>about 50% of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>sometimes displays difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in about 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and does not notice or correct most of them</li> </ul>
3 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
2 points	<ul style="list-style-type: none"> <li>when participating in a conversation with a client, very frequently (in more than 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is extremely slow, and very difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>rarely (in less than 50% of the cases) can react to remarks or other outside distractors with significant delay</li> <li>often fails to maintain the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a very small and inadequate range of vocabulary and expressions to deal with the client</li> <li>most of the phrases used are inappropriate to the circumstances with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in less than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and rarely notices or corrects them</li> </ul>
1 point	↓ ↑	↓ ↑	↓ ↑	↓ ↑
0 points	<ul style="list-style-type: none"> <li>the lack of fluency hinders participating in a conversation with a client, almost every time needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is extremely slow and impossible to follow</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>unable to immediately react to remarks or other outside distractors</li> <li>unable to maintain the leading role in controlling the conversation with the client in asking questions or giving confirmatory remarks</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and inadequate range of vocabulary and expressions to deal with the client</li> <li>most of the phrases used are inappropriate to the circumstances with special regard to reacting to interruptions and giving confirmatory remarks</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling basic lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors and rarely notices or corrects them</li> <li>OR: produces no assessable speech</li> </ul>

↑ ↓ = better than the performance described in the box below but worse than the performance described in the box above

Assessment Scales for the Speaking Paper at level B1, Task 3

	Fluency	Flexibility	Relevance	Accuracy
10 points	<ul style="list-style-type: none"> <li>can give relatively slow but fully comprehensible and nearly fluent description of profession-related graphs, tables or figures with few pauses to do grammatical and lexical planning or repair</li> </ul>	<ul style="list-style-type: none"> <li>in more than 90% of the cases can almost immediately react to remarks or other outside distractors when interrupted</li> <li>can return to the original topic and is able to continue relating it with ease</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small but adequate range of vocabulary and expressions to deal with profession-related graphs, tables or figures</li> <li>the majority (more than 90%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays good control of basic lexico-grammatical structures and patterns</li> <li>in more than 90% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
9 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
8 points	<ul style="list-style-type: none"> <li>when describing profession-related graphs, tables or figures, sometimes (in less than 20% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is markedly slower than that of natural speech, still, it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 70% of the cases can almost immediately react to remarks or other outside distractors when interrupted</li> <li>can return to the original topic and is able to continue relating it with difficulty</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small but mostly inadequate range of vocabulary and expressions to deal with profession-related graphs, tables or figures</li> <li>about 70% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in more than 70% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
7 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
6 point	<ul style="list-style-type: none"> <li>when describing profession-related graphs, tables or figures, frequently (in about 40% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is unnaturally slow, it is difficult to follow but still comprehensible</li> </ul>	<ul style="list-style-type: none"> <li>in more than 50% of the cases is able to react to remarks or other outside distractors with some delay when interrupted</li> <li>sometimes (in more than 50% of the cases) is able to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays a restricted and often inadequate range of vocabulary and expressions to deal with profession-related graphs, tables or figures</li> <li>more than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but mostly notices and corrects them</li> </ul>
5 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
4 points	<ul style="list-style-type: none"> <li>describing profession-related graphs, tables or figures, very frequently (in about 50% of the cases) needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is extremely slow but mostly comprehensible</li> </ul>	<ul style="list-style-type: none"> <li>in about 50% of the cases is able to react to remarks or other outside distractors with remarkable delay when interrupted</li> <li>frequently (in about 50% of the cases) is unable to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and inadequate range of vocabulary and expressions to deal with profession-related graphs, tables or figures</li> <li>about 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling basic lexico-grammatical structures and patterns, which sometimes disturbs comprehension</li> <li>in about 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and rarely notices or corrects them</li> </ul>
3 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
2 points	<ul style="list-style-type: none"> <li>when describing profession-related graphs, tables or figures, very frequently (in more than 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is extremely slow and sometimes incomprehensible</li> </ul>	<ul style="list-style-type: none"> <li>in less than 50% of the cases is able to react to remarks or other outside distractors with much delay when interrupted</li> <li>frequently (in more than 50% of the cases) is unable to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and inadequate range of vocabulary and expressions to deal with profession-related graphs, tables or figures</li> <li>less than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling basic lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>unless than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but almost never notices or corrects them</li> </ul>
1 point	↓ ↑	↓ ↑	↓ ↑	↓ ↑
0 points	<ul style="list-style-type: none"> <li>when describing profession-related graphs, tables or figures, extremely frequently needs to make pauses to do grammatical and lexical planning, speech is extremely slow and incomprehensible</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>in the majority of the cases is unable to react to remarks or other outside distractors,</li> <li>in the majority of cases is unable to return to the original topic or continue it</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and inadequate range of vocabulary and expressions to deal with profession-related graphs, tables or figures</li> <li>the phrases used are mostly inappropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling basic lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in the majority of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors but never notices or corrects them</li> <li>OR: produces no assessable speech</li> </ul>

↑ ↓ = better than the performance described in the box below but worse than the performance described in the box above

## 2.2.2 Assessment Scales for level B2 (Speaking Paper)

### Assessment Scales for the Speaking Paper at level B2, Task 1

	Fluency	Flexibility	Relevance	Accuracy
5 points	<ul style="list-style-type: none"> <li>can give slow but fully comprehensible and nearly fluent summary of profession-related topics at a speed somewhat slower than standard speed of speech with few pauses to do grammatical and lexical planning or repair</li> </ul>	<ul style="list-style-type: none"> <li>in more than 90% of the cases can almost immediately react to remarks or other outside distractors when interrupted</li> <li>can return to the original topic and is able to continue relating it with ease</li> </ul>	<ul style="list-style-type: none"> <li>displays an acceptably adequate range of vocabulary and expressions to deal with profession-related topics</li> <li>the majority (more than 90%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays good control of lexico grammatical structures and patterns</li> <li>in more than 90% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
4 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, sometimes (in less than 10% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is somewhat slower than that of natural speech, still, it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 70% of the cases can almost immediately react to remarks or other outside distractors when interrupted</li> <li>can return to the original topic and is able to continue relating it with difficulty</li> </ul>	<ul style="list-style-type: none"> <li>displays a restricted but adequate range of vocabulary and expressions to deal with profession-related topics</li> <li>about 70% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays some difficulties in controlling lexico-grammatical structures and patterns</li> <li>in more than 70% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
3 points	<ul style="list-style-type: none"> <li><b>when summarizing profession-related topics, frequently (in about 20% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is slow, but it is easy to follow</b></li> </ul>	<ul style="list-style-type: none"> <li><b>in more than 50% of the cases is able to react to remarks or other outside distractors with some delay when interrupted</b></li> <li><b>mostly (in more than 50% of the cases) is able to return to the original topic or continue relating it</b></li> </ul>	<ul style="list-style-type: none"> <li><b>displays a restricted and sometimes inadequate range of vocabulary and expressions to deal with profession-related topics</b></li> <li><b>more than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</b></li> </ul>	<ul style="list-style-type: none"> <li><b>displays some difficulties in controlling lexico-grammatical structures and patterns</b></li> <li><b>in more than 50% of the cases uses profession-related vocabulary and especially terms accurately makes several errors but mostly notices and corrects them</b></li> </ul>
2 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, frequently (in about 30% of the cases) needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is very slow and sometimes difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>in about 50% of the cases is able to react to remarks or other outside distractors with some delay when interrupted in</li> <li>frequently (in about 50% of the cases) is able to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and often inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>about 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays some difficulties in controlling lexico-grammatical structures and patterns</li> <li>in about 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but mostly notices and corrects them</li> </ul>
1 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, very frequently (in less than 50% of the cases) needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is very slow and sometimes incomprehensible</li> </ul>	<ul style="list-style-type: none"> <li>in less than 50% of the cases is able to react to remarks or other outside distractors with remarkable delay when interrupted</li> <li>frequently (in more than 50% of the cases) is unable to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and almost always inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>less than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays several difficulties in controlling lexico-grammatical structures and patterns</li> <li>in less than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and rarely notices or corrects them</li> </ul>
0 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, very frequently (in more than 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is extremely slow and mostly incomprehensible</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>in the majority of the cases is unable to react to remarks or other outside distractors,</li> <li>in the majority of cases is unable to return to the original topic or continue it</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>less than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays extreme difficulties in controlling lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors and does not notice or correct them</li> <li>OR: produces no assessable speech</li> </ul>

Assessment Scales for the Speaking Paper at level B2, Task 2

	Fluency	Flexibility	Relevance	Accuracy
10 points	<ul style="list-style-type: none"> <li>can control conversation with a client and participate in it at somewhat slower than standard speed of speech but the contribution is easy to follow and fluent</li> </ul>	<ul style="list-style-type: none"> <li>can almost immediately react to remarks or other outside distractors</li> <li>can preserve the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small but adequate range of vocabulary and expressions to deal with the client</li> <li>all the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays good control of lexico-grammatical structures and patterns</li> <li>uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
9 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
8 points	<ul style="list-style-type: none"> <li>when participating in a conversation with a client, sometimes (in less than 10% of the cases) needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is somewhat slower than that of natural speech, still, it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 80% of the cases can almost immediately react to remarks or other outside distractors</li> <li>can maintain the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small but adequate range of vocabulary and expressions to deal with the client</li> <li>the majority (more than 80%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>sometimes displays difficulties in controlling lexico-grammatical structures and patterns</li> <li>in more than 80% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
7 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
6 points	<ul style="list-style-type: none"> <li><b>when participating in a conversation with a client, more frequently (in about 20% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is slow, but it is not difficult to follow</b></li> </ul>	<ul style="list-style-type: none"> <li><b>in more than 70% of the cases can almost immediately react to remarks or other outside distractors</b></li> <li><b>can maintain the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</b></li> </ul>	<ul style="list-style-type: none"> <li><b>displays a relatively small and sometimes inadequate range of vocabulary and expressions to deal with the client</b></li> <li><b>the majority (more than 70%) of the phrases used are appropriate to the circumstances</b></li> <li><b>with special regard to reacting to interruptions and giving confirmatory remarks</b></li> </ul>	<ul style="list-style-type: none"> <li><b>sometimes displays difficulties in controlling lexico-grammatical structures and patterns in more than 70% of the cases uses profession-related vocabulary and especially terms accurately</b></li> <li><b>may make some errors but notices and corrects most of them</b></li> </ul>
5 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
4 points	<ul style="list-style-type: none"> <li>when participating in a conversation with a client, very frequently (in about 30% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is slow, and it is sometimes difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>in about 60% of the cases can react to remarks or other outside distractors with some delay</li> <li>sometimes fails to maintain the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a very small and often inadequate range of vocabulary and expressions to deal with the client</li> <li>about 60% of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>sometimes displays difficulties in controlling lexico-grammatical structures and patterns</li> <li>in about 60% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and does not notice or correct most of them</li> </ul>
3 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
2 points	<ul style="list-style-type: none"> <li>when participating in a conversation with a client, very frequently (in more than 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is extremely slow, and very difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>rarely (in less than 50% of the cases) can react to remarks or other outside distractors with significant delay</li> <li>often fails to maintain the leading role in controlling the conversation with the client both in asking questions and in giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a very small and inadequate range of vocabulary and expressions to deal with the client</li> <li>most of the phrases used are inappropriate to the circumstances with special regard to reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling lexico-grammatical structures and patterns</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and rarely notices or corrects them</li> </ul>
1 point	↓ ↑	↓ ↑	↓ ↑	↓ ↑
0 points	<ul style="list-style-type: none"> <li>the lack of fluency hinders participating in a conversation with a client,</li> <li>almost every time needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is extremely slow and impossible to follow</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>unable to immediately react to remarks or other outside distractors</li> <li>unable to maintain the leading role in controlling the conversation with the client in asking questions or giving confirmatory remarks</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and inadequate range of vocabulary and expressions to deal with the client</li> <li>most of the phrases used are inappropriate to the circumstances with special regard to reacting to interruptions and giving confirmatory remarks</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors and rarely notices or corrects them</li> <li>OR: produces no assessable speech</li> </ul>

↑ ↓ = better than the performance described in the box below but worse than the performance described in the box above

	Fluency	Flexibility	Relevance	Accuracy
10 points	<ul style="list-style-type: none"> <li>can give fully comprehensible and nearly fluent description and simple analysis of profession-related graphs, tables or figures at normal speed with few pauses to do grammatical and lexical planning or repair</li> </ul>	<ul style="list-style-type: none"> <li>in more than 90% of the cases can give quick, short and structured reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures</li> </ul>	<ul style="list-style-type: none"> <li>displays a somewhat restricted but adequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>the majority (more than 90%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to reacting to questions following the presentation</li> </ul>	<ul style="list-style-type: none"> <li>displays good control of lexico grammatical structures and patterns</li> <li>in more than 90% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects all of them</li> </ul>
9 points	↓ ↑	↓ ↑	↓ ↑	
8 points	<ul style="list-style-type: none"> <li>when describing and analysing profession-related graphs, tables or figures, sometimes (in less than 10% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is slower than that of natural speech, still, it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 70% of the cases can give quick, short and structured reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small and mostly adequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>about 70% of the phrases used are appropriate to the circumstances with special regard to reacting to questions following the presentation</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling lexico-grammatical structures and patterns</li> <li>in more than 70% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
7 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
6 point	<ul style="list-style-type: none"> <li><b>when describing and analysing profession-related graphs, tables or figures, frequently (in about 20% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is slow, but it is easy to follow</b></li> </ul>	<ul style="list-style-type: none"> <li><b>in more than 50% of the cases can give a little slower, longer but structured reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures</b></li> </ul>	<ul style="list-style-type: none"> <li><b>displays a restricted and sometimes inadequate range of vocabulary and expressions to deal with profession-related graphs, tables or figures</b></li> <li><b>more than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to questions following the presentation</b></li> </ul>	<ul style="list-style-type: none"> <li><b>displays serious difficulties in controlling lexico-grammatical structures and patterns</b></li> <li><b>in more than 50% of the cases uses profession-related vocabulary and especially terms accurately</b></li> <li><b>makes several errors but mostly notices or corrects them</b></li> </ul>
5 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
4 points	<ul style="list-style-type: none"> <li>when describing and analysing profession-related graphs, tables or figures, very frequently (in about 30% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is very slow and sometimes difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>in about 50% of the cases can give slow, long but structured reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures</li> </ul>	<ul style="list-style-type: none"> <li>displays a very restricted and often inadequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>about 50% of the phrases used are appropriate to the circumstances with special regard to reacting to questions following the presentation</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling basic lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in about 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but mostly notices and corrects them</li> </ul>
3 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
2 points	<ul style="list-style-type: none"> <li>when describing and analysing profession-related graphs, tables or figures, very frequently (in more than 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is extremely slow and incomprehensible</li> </ul>	<ul style="list-style-type: none"> <li>in less than 50% of the cases can give very slow, very long and mostly unstructured reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and mostly inadequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>less than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to reacting to questions following the presentation</li> </ul>	<ul style="list-style-type: none"> <li>displays plenty of difficulties in controlling lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in less than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but rarely notices or corrects them</li> </ul>
1 point	↓ ↑	↓ ↑	↓ ↑	↓ ↑
0 points	<ul style="list-style-type: none"> <li>when describing and analysing profession-related graphs, tables or figures, extremely frequently needs to make pauses to do grammatical and lexical planning, speech is extremely slow and incomprehensible</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>in the majority of the cases cannot give quick, short and structured reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and inadequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>the phrases used are mostly inappropriate to the circumstances with special regard to reacting to questions following the presentation</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in the majority of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors but very rarely notices and corrects them</li> <li>OR: produces no assessable speech</li> </ul>

↑ ↓ = better than the performance described in the box below but worse than the performance described in the box above

## 2.2.3 Assessment Scales for level B2 (Speaking Paper)

Assessment Scales for the Speaking Paper at level C1, Task 1

	Fluency	Flexibility	Relevance	Accuracy
5 points	<ul style="list-style-type: none"> <li>can give fully comprehensible and fluent summary of profession-related topics with no pauses to do grammatical and lexical planning or repair</li> </ul>	<ul style="list-style-type: none"> <li>can immediately react to remarks or other outside distractors when interrupted in relating professional topics</li> <li>can return to the original topic and is able to continue relating it with ease</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small but adequate range of vocabulary and expressions to deal with profession-related topics</li> <li>the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays good control of lexico-grammatical structures and patterns</li> <li>uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
4 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, sometimes (in less than 10% of the cases) needs to make pauses to do grammatical and lexical planning, at the speed of natural speech, it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 90% of the cases can almost immediately react to remarks or other outside distractors when interrupted in relating professional topics</li> <li>can return to the original topic and is able to continue relating it with no difficulty</li> </ul>	<ul style="list-style-type: none"> <li>displays a nearly adequate range of vocabulary and expressions to deal with profession-related topics</li> <li>about 90% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays few difficulties in controlling lexico-grammatical structures and patterns</li> <li>in more than 90% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
3 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, frequently (in about 20% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is somewhat slower than natural, but it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in more than 80% of the cases is able to react to remarks or other outside distractors with some delay when interrupted in relating professional topics,</li> <li>mostly (in more than 60% of the cases) is able to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays a somewhat restricted and sometimes inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>more than 80% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays some difficulties in controlling lexico-grammatical structures and patterns</li> <li>in more than 80% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but mostly notices and corrects them</li> </ul>
2 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, more frequently (in about 30% of the cases) needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is markedly slower than natural and almost always easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>in about 70% of the cases is able to react to remarks or other outside distractors with some delay when interrupted in relating professional topics,</li> <li>frequently (in about 50% of the cases) is able to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays a very restricted and often inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>about 70% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays some difficulties in controlling lexico-grammatical structures and patterns</li> <li>in about 70% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but mostly notices and corrects them</li> </ul>
1 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, very frequently (in less than 50% of the cases) needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is slow and sometimes difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>in less than 50% of the cases is able to react to remarks or other outside distractors with remarkable delay when interrupted in relating professional topics,</li> <li>frequently (in more than 50% of the cases) is unable to return to the original topic or continue relating it</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and almost always inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>less than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> </ul>	<ul style="list-style-type: none"> <li>displays several difficulties in controlling lexico-grammatical structures and patterns</li> <li>in less than 50% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but rarely notices or corrects them</li> </ul>
0 points	<ul style="list-style-type: none"> <li>when summarizing profession-related topics, very frequently (in more than 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is extremely slow and mostly incomprehensible</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>in the majority of the cases is unable to react to remarks or other outside distractors,</li> <li>in the majority of cases is unable to return to the original topic or continue it</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and mostly inadequate range of vocabulary and expressions to deal with profession-related topics</li> <li>less than 50% of the phrases used are appropriate to the circumstances with special regard to reacting to interruptions and returning to the original topic</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays difficulties in controlling lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors and does not notice or correct them</li> <li>OR: produces no assessable speech</li> </ul>

Assessment Scales for the Speaking Paper at level C1, Task 2

	Fluency	Flexibility	Relevance	Accuracy
10 points	<ul style="list-style-type: none"> <li>can argue in profession-related topics at native speaker's speed of speech,</li> <li>the contribution is confident, easy to follow, fully convincing and fluent</li> </ul>	<ul style="list-style-type: none"> <li>in all cases can immediately react to remarks or other outside distractors</li> <li>can constantly maintain the leading role in controlling the conversation with the client, especially in reacting to unexpected questions or remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays an adequate range of vocabulary and expressions to deal with the client</li> <li>the phrases used are appropriate to the circumstances with special regard to argumentation, reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays very good control of lexico grammatical structures and patterns</li> <li>in all cases uses profession-related vocabulary and especially terms accurately</li> <li>may make a few errors but notices and corrects them immediately</li> </ul>
9 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
8 points	<ul style="list-style-type: none"> <li>can argue in profession-related topics at near-native speaker's speed of speech,</li> <li>the contribution is confident, easy to follow, convincing and fluent</li> </ul>	<ul style="list-style-type: none"> <li>in more than 90% of the cases can immediately react to remarks or other outside distractors</li> <li>can maintain the leading role in controlling the conversation with the client, especially in reacting to unexpected questions or remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays adequate range of vocabulary and expressions to deal with the client</li> <li>the majority (more than 90%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to argumentation, reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays few difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in more than 90% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
7 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
6 points	<ul style="list-style-type: none"> <li>can argue in profession-related topics at near-native speaker's speed of speech,</li> <li>the contribution is almost always confident, rarely hesitations may occur but it is easy to follow, convincing and fluent</li> </ul>	<ul style="list-style-type: none"> <li>in more than 80% of the cases can immediately react to remarks or other outside distractors</li> <li>mostly can maintain the leading role in controlling the conversation with the client especially in reacting to unexpected questions or remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a somewhat inadequate range of vocabulary and expressions to deal with the client</li> <li>the majority (more than 80%) of the phrases used are appropriate to the circumstances</li> <li>with special regard to argumentation, reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>sometimes displays difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in more than 80% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
5 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
4 points	<ul style="list-style-type: none"> <li>can argue in profession-related topics at almost near-native speaker's speed of speech,</li> <li>lots of hesitations occur,</li> <li>the contribution is not always confident, at some points not easy to follow, sometimes not convincing or fluent</li> </ul>	<ul style="list-style-type: none"> <li>in about 70% of the cases can react to remarks or other outside distractors with little delay</li> <li>sometimes fails to maintain the leading role in controlling the conversation with the client, especially in reacting to unexpected questions or remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a relatively small and often inadequate range of vocabulary and expressions to deal with the client</li> <li>about 70% of the phrases used are appropriate to the circumstances</li> <li>with special regard to argumentation, reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>often displays difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in about 70% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and rarely notices or corrects them</li> </ul>
3 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
2 points	<ul style="list-style-type: none"> <li>can argue in profession-related topics at lower than near native speaker's speed of speech,</li> <li>extremely many of hesitations occur,</li> <li>the contribution is not at all confident, at many points not easy to follow, rarely convincing and not fluent</li> </ul>	<ul style="list-style-type: none"> <li>rarely (in less than 60% of the cases) can react to remarks or other outside distractors, or reacts with significant delay</li> <li>often fails to maintain the leading role in controlling the conversation with the client especially in reacting to unexpected questions or remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays a very small and inadequate range of vocabulary and expressions to deal with the client</li> <li>most of the phrases used are inappropriate to the circumstances with special regard to argumentation, reacting to interruptions and giving confirmatory remarks</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling basic lexico-grammatical structures and patterns</li> <li>in more than 60% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and does not notice or correct them</li> </ul>
1 point	↓ ↑	↓ ↑	↓ ↑	↓ ↑
0 points	<ul style="list-style-type: none"> <li>the lack of fluency hinders in a convincing a client,</li> <li>almost every time needs to make pauses to do grammatical and lexical planning,</li> <li>the speed of speech is well below that of native speaker's speech and often impossible to follow</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>unable to immediately react to remarks or other outside distractors</li> <li>unable to maintain the leading role in controlling the conversation with the client, especially in reacting to unexpected questions or remarks</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and mostly inadequate range of vocabulary and expressions to deal with the client</li> <li>most of the phrases used are inappropriate to the circumstances with special regard to reacting to argumentation, interruptions and giving confirmatory remarks</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling basic lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in more than 50% of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors and rarely notices or corrects them</li> <li>OR: produces no assessable speech</li> </ul>

↑ ↓ = better than the performance described in the box below but worse than the performance described in the box above

Assessment Scales for the Speaking Paper at level C1, Task 3

	Fluency	Flexibility	Relevance	Accuracy
10 points	<ul style="list-style-type: none"> <li>can give fluent and detailed analysis of profession-related graphs, tables or figures and also an elaboration on the topic represented by them with very few pauses to do grammatical and lexical planning or repair</li> <li>the speed of speech is that of natural speech, the contribution is well-structured and easy to follow</li> <li>uses signposts and several other language devices to involve the audience</li> </ul>	<ul style="list-style-type: none"> <li>can give quick, short and structured reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures</li> </ul>	<ul style="list-style-type: none"> <li>displays an adequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>all the phrases used are appropriate to the circumstances with special regard to reacting to questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>displays good control of lexico-grammatical structures and patterns</li> <li>in all cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
9 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
8 points	<ul style="list-style-type: none"> <li>when analysing profession-related graphs, tables or figures and elaborating on the topic represented by them, sometimes (in less than 10% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is that of natural speech, the contribution is well-structured and easy to follow</li> <li>uses signposts and several other language devices to involve the audience</li> </ul>	<ul style="list-style-type: none"> <li>the reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures is somewhat slower and longer but still structured</li> </ul>	<ul style="list-style-type: none"> <li>displays a mostly adequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>about 90% of the phrases used are appropriate to the circumstances with special regard to reacting to questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>displays few difficulties in controlling lexico-grammatical structures and patterns</li> <li>in more than 90% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>may make some errors but notices and corrects most of them</li> </ul>
7 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
6 point	<ul style="list-style-type: none"> <li>when analysing profession-related graphs, tables or figures and elaborating on the topic represented by them, sometimes (in less than 20% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is that of natural speech, the contribution is well-structured and easy to follow</li> <li>uses signposts and some other language devices to involve the audience</li> </ul>	<ul style="list-style-type: none"> <li>the reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures is slower than normal, longer and less structured</li> </ul>	<ul style="list-style-type: none"> <li>displays an acceptably adequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>about 80% of the phrases used are appropriate to the circumstances with special regard to reacting to questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>displays some difficulties in controlling lexico-grammatical structures and patterns</li> <li>in more than 80% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors and rarely notices or corrects them</li> </ul>
5 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
4 points	<ul style="list-style-type: none"> <li>when analysing profession-related graphs, tables or figures and elaborating on the topic represented by them, sometimes (in about 30% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is somewhat slower than natural speech, the contribution is well-structured and almost always easy to follow</li> <li>uses few signposts and few other language devices to involve the audience</li> </ul>	<ul style="list-style-type: none"> <li>the reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures is slow, long and less structured</li> </ul>	<ul style="list-style-type: none"> <li>displays a somewhat restricted and inadequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>about 70% of the phrases used are appropriate to the circumstances with special regard to reacting to questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>displays several difficulties in controlling lexico-grammatical structures and patterns which sometimes disturbs comprehension</li> <li>in about 70% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but mostly notices and corrects them</li> </ul>
3 points	↓ ↑	↓ ↑	↓ ↑	↓ ↑
2 points	<ul style="list-style-type: none"> <li>when analysing profession-related graphs, tables or figures and elaborating on the topic represented by them, very frequently (in more than 50% of the cases) needs to make pauses to do grammatical and lexical planning, the speed of speech is very much slower than that of natural speech, The contribution sometimes is difficult to follow, lacks signposts, makes little effort to involve the audience</li> </ul>	<ul style="list-style-type: none"> <li>the reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures is very slow, unnecessarily long and unstructured</li> </ul>	<ul style="list-style-type: none"> <li>displays a very restricted and inadequate range of vocabulary and expressions to present profession-related graphs, tables or figures</li> <li>in more than 60% of the phrases used are appropriate to the circumstances with special regard to reacting to questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in more than 60% of the cases uses profession-related vocabulary and especially terms accurately</li> <li>makes several errors but sometimes notices and corrects them</li> </ul>
1 point	↓ ↑	↓ ↑	↓ ↑	↓ ↑
0 points	<ul style="list-style-type: none"> <li>when analysing profession-related graphs, tables or figures and elaborating on the topic represented by them, extremely frequently needs to make pauses to do grammatical and lexical planning, speech is extremely slow and incomprehensible</li> <li>makes no effort to involve the audience or help them follow the contribution</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>the reaction to questions and remarks arising following the presentation of profession-related graphs, tables or figures is extremely slow, unnaturally long and lacks any kind of structure</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays an extremely restricted and inadequate range of vocabulary and expressions to deal with profession-related graphs, tables or figures</li> <li>the phrases used are mostly inappropriate to the circumstances with special regard to reacting to questions from the audience</li> <li>OR: produces no assessable speech</li> </ul>	<ul style="list-style-type: none"> <li>displays serious difficulties in controlling lexico-grammatical structures and patterns which often disturbs comprehension</li> <li>in the majority of the cases uses profession-related vocabulary and especially terms inaccurately</li> <li>makes several errors but never notices or corrects them</li> <li>OR: produces no assessable speech</li> </ul>

↑ ↓ = better than the performance described in the box below but worse than the performance described in the box above

To sum up, test-takers are required to complete three tasks in the Speaking Paper at each level. Task 1 is an introductory talk for 5 points, Task 2 is a simulated history taking at level B1 and B2, and a simulated interview at level C1, while Task 3 is a graph, table or figure presentation for 10 points.

1. In line with the assessment scales, double marking is used for assessing test-takers' speaking skills.
2. The two assessors (one assessor and one invigilator) assess the test-takers' performance independently of one another.
3. Test scores are never reported in fractions. Fractions are rounded up from .5 and above and down below .5.
4. Rounding can be carried out on establishing the final score for the whole Speaking Paper, which is calculated as the arithmetical mean of the assessors' sub-scores.

## REFERENCES

1. Douglas, D. (2000). *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press..
2. Warta, V. (2013). *Manual for sTANDEM Test Assessors 1<sup>st</sup> edition*. Holdacska Ltd.
3. Weir, C. (1990). *Communicative Language Testing*. New York: Prentice Hall.