

B2	GRAMMAR AND VOCABULARY	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION	ACTIVE LISTENING
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of a wide range of simple and complex word forms.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on a wide range of topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with very little hesitation.</li> <li>Contributions are reverent and there's a clear organization of ideas.</li> <li>Uses a range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible</li> <li>Intonation is almost appropriate</li> <li>Accurate sentence and word stress</li> <li>Individual sounds are clear</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately, linking contributions to those of other speakers.</li> <li>Maintains and develops the interaction and negotiates towards an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Responding almost actively and always providing suitable feedback.</li> <li>Mostly maintain verbal and non-verbal responses in a listener role.</li> <li>Almost opening the new turn at a suitable time after previous speaker's content.</li> </ul>
4	<i>Performance share features of Band 5 and 3</i>				
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of a wide range of simple grammar forms and attempts to use the complex ones.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on some familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches despite hesitations.</li> <li>Contributions are reverent and there's rare repetitions.</li> <li>Uses some cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible</li> <li>Intonation is basic appropriate</li> <li>Generally accurate sentence and word stress</li> <li>Individual sounds are generally clear.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with limited support.</li> </ul>	<ul style="list-style-type: none"> <li>Responding and providing feedback in the communication.</li> <li>Producing verbal and non-verbal responses in a listener role.</li> <li>Opening the new turn after a long pause or silence.</li> </ul>
2	<i>Performance share features of Band 1 and 3</i>				

<b>1</b>	<ul style="list-style-type: none"> <li>● Shows a control of a wide range of simple grammar forms.</li> <li>● Uses a range of appropriate vocabulary in talking situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Produces responses which are extended beyond short pauses, despite hesitation.</li> <li>● Contributions are mostly relevant and there's rare repetitions.</li> <li>● Uses basic cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>● Is mostly intelligible and has some control over the phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>● Initiates and responds appropriately.</li> <li>● Keeps the interaction going with very little prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>● Never responding or providing feedback when not holding the speech in the communication.</li> <li>● Producing rarely non-verbal responses in a listener role.</li> <li>● Hard to the open a new turn after a long pause or silence.</li> </ul>
<b>0</b>	<i>Performance below Band 1</i>				