Speak About the Photo

Rating	Description
C2	**The response fully achieves the task requirements:** **1.** the response reflects the image appropriately and is fully developed; **2.** the response is coherent and cohesive throughout; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and precise; **4.** a wide range of grammatical structures are flexibly used and there are no grammatical errors other than slips characteristic of expert speakers; **5.** sentence flow is natural and highly fluent with natural pauses; and **6.** words are clearly pronounced; intonation and use of stress are appropriate throughout. Is the test taker **extremely easy** to understand, such that they provide a relevant, detailed, and coherent image description, with a very high level of language use and pronunciation used consistently throughout?
C1	**The response achieves the task requirements:** **1.** the response reflects the image appropriately and is developed; **2.** the response is coherent and cohesive; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and demonstrates a broad range; **4.** a wide range of grammatical structures are used and grammatical errors are rare; **5.** sentence flow is mostly natural and fluent, with mostly natural pauses; and **6.** words are mostly clearly pronounced and any exceptions do not affect intelligibility; intonation and use of stress are appropriate other than minor lapses. Is the test taker **very easy** to understand, such that they provide a relevant, extended, and coherent image description, with a high level of language use and pronunciation used consistently throughout other than minor lapses which do not impact the communicative effect?
B2	**The response mostly achieves the task requirements:** **1.** the response reflects the image appropriately and is mostly developed; **2.** the response is mostly coherent and generally cohesive; **3.** vocabulary (including collocations and idiomatic language) is generally accurate and appropriate to the task; **4.** a range of grammatical structures are used and grammatical errors usually do not impact communication; **5.** sentence flow is reasonably fluent, with mostly natural pauses though there might be longer and/or unnatural pauses which do not affect intelligibility; and **6.** words are mostly clearly pronounced though inaccuracies may impact intelligibility at times; intonation and use of stress are mostly appropriate. Is the test taker **easy** to understand, such that they provide a relevant and coherent image description, with a level of language and pronunciation that allows them to successfully complete the task despite inaccuracies, such that a listener could easily understand the description without asking for clarification?
B1	**The response partially achieves the task requirements:** **1.** the response generally reflects the image and is developed in a simple manner; **2.** the response may lack coherence or cohesion at times; **3.** vocabulary (including collocations and idiomatic language) is generally clear but limited; **4.** a limited range of grammatical structures is used with some errors which may impact communication; **5.** sentence flow has noticeable long or unnatural pauses, which may affect intelligibility; and **6.** some words may be unclear; intonation may be inappropriate or missing at times and use of stress may be incorrect, resulting in some unintelligibility. Is the test taker **somewhat easy** to understand, such that they provide a somewhat relevant and coherent image description, with a level of language and pronunciation that allows them to generally complete the task despite errors, such that a listener can mostly understand the description but in a real interaction may have to ask for clarification?
A2	**The response minimally achieves the task requirements:** **1.** the response attempts to describe the image in a limited manner; the response may also be somewhat off-topic or underlength; **2.** the response may be repetitive and have limited coherence or cohesion; **3.** vocabulary is limited and often inaccurate; **4.** grammar structures are basic and there are frequent errors which may impact communication; **5.** sentence flow is not fluent, may be very slow, and has noticeable long or unnatural pauses, all of which affects intelligibility; and **6.** words are frequently unclear; intonation may be inappropriate or missing and use of stress is incorrect, resulting in unintelligibility. Is the test taker **not very easy** to understand, such that they provide a minimally relevant and coherent image description, with a level of language and pronunciation that allows them to minimally complete the task despite numerous errors, such that a listener would have to ask them for significant clarification in a real interaction?
A1	**The response does not achieve the task requirements:** **1.** the response very minimally or inaccurately reflects the image; the response may also be off-topic or very underlength; **2.** the response is often repetitive and may lack coherence or cohesion; **3.** vocabulary is very limited, inaccurate, and is insufficient for the task; **4.** only basic grammatical structures are produced and errors predominate; **5.** sentence flow has long, unnatural pauses, repetitions, or other breakdowns; and **6.** speech is frequently unintelligible because words are pronounced unclearly; intonation is inappropriate or missing and use of stress is incorrect. Is the test taker **not at all easy** to understand, such that they provide insufficient relevant and coherent image description, with a level of language and pronunciation that does not allow them to successfully complete the task, such that a listener might not be able to really understand the description in a real interaction?

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Read, Then Speak and Speaking Sample

Rating	Description
C2	**The response fully achieves the task requirements:** **1.** the response is clear, relevant, and fully developed; **2.** the response is coherent and cohesive throughout; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and precise; **4.** a wide range of grammatical structures are flexibly used and there are no grammatical errors other than slips characteristic of expert speakers; **5.** sentence flow is natural and highly fluent with natural pauses; and **6.** words are clearly pronounced; intonation and use of stress are appropriate throughout. Is the test taker **extremely easy** to understand, such that they provide a fully developed and highly fluent response, with a very high level of language use and pronunciation used consistently throughout?
C1	**The response achieves the task requirements:** **1.** the response is clear, relevant, and developed; **2.** the response is coherent and cohesive; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and demonstrates a broad range; **4.** a wide range of grammatical structures are used and grammatical errors are rare; **5.** sentence flow is mostly natural and fluent, with mostly natural pauses; and **6.** words are mostly clearly pronounced and any exceptions do not affect intelligibility; intonation and use of stress are appropriate other than minor lapses. Is the test taker **very easy** to understand, such that they provide a well-developed and fluent response, with a high level of language use and pronunciation used consistently throughout other than minor lapses which do not impact the communicative effect?
B2	**The response mostly achieves the task requirements:** **1.** the response is mostly clear, relevant, and developed; **2.** the response is mostly coherent and generally cohesive; **3.** vocabulary (including collocations and idiomatic language) is generally accurate and appropriate to the task; **4.** a range of grammatical structures are used and grammatical errors usually do not impact communication; **5.** sentence flow is reasonably fluent, with mostly natural pauses though there might be longer and/or unnatural pauses which do not affect intelligibility; and **6.** words are mostly clearly pronounced though inaccuracies may impact intelligibility at times; intonation and use of stress are mostly appropriate. Is the test taker **easy** to understand, such that they provide a mostly developed and reasonably fluent response, with a level of language and pronunciation that allows them to successfully complete the task despite inaccuracies, such that a listener could easily understand the response without asking for clarification?
B1	**The response partially achieves the task requirements:** **1.** the response is not always clear, relevant, and developed; **2.** the response may lack coherence or cohesion at times; **3.** vocabulary (including collocations and idiomatic language) is generally clear but limited; **4.** a limited range of grammatical structures is used with some errors which may impact communication; **5.** sentence flow has noticeable long or unnatural pauses, which may affect intelligibility; and **6.** some words may be unclear; intonation may be inappropriate or missing at times and use of stress may be incorrect, resulting in some unintelligibility. Is the test taker **somewhat easy** to understand, such that they provide a somewhat developed and partially fluent response, with a level of language and pronunciation that allows them to generally complete the task despite errors, such that a listener can mostly understand the response but in a real interaction may have to ask for clarification?
A2	**The response minimally achieves the task requirements:** **1.** the response is limited to familiar topics, and may be unclear, irrelevant, and minimally developed; the response may also be somewhat off-topic or underlength; **2.** the response may be repetitive and have limited coherence or cohesion; **3.** vocabulary is limited and often inaccurate; **4.** grammar structures are basic and there are frequent errors which may impact communication; **5.** sentence flow is not fluent, may be very slow, and has noticeable long or unnatural pauses, all of which affects intelligibility; and **6.** words are frequently unclear; intonation may be inappropriate or missing and use of stress is incorrect, resulting in unintelligibility. Is the test taker **not very easy** to understand, such that they provide a minimally developed response lacking fluency, with a level of language and pronunciation that allows them to only minimally complete the task despite numerous errors, such that a listener would have to ask them for significant clarification in a real interaction?
A1	**The response does not achieve the task requirements:** **1.** the response is limited to simple, familiar topics, and is often unclear, irrelevant and underdeveloped; the response may also be off-topic or very underlength; **2.** the response is often repetitive and may lack coherence or cohesion; **3.** vocabulary is very limited, inaccurate, and is insufficient for the task; **4.** only basic grammatical structures are produced and errors predominate; **5.** sentence flow has long, unnatural pauses, repetitions, or other breakdowns; and **6.** speech is frequently unintelligible because words are pronounced unclearly; intonation is inappropriate or missing and use of stress is incorrect. Is the test taker **not at all easy** to understand, such that they provide an insufficiently developed response lacking fluency, with a level of language and pronunciation that does not allow them to successfully complete the task, such that a listener might not be able to really understand the response in a real interaction?

Interactive Speaking

Rating	Description
C2	**The response fully achieves the task requirements:** **1.** the response is clear, relevant, and developed as fully as possible within the time allowed, with appropriate elaboration and detail; **2.** the response is coherent and cohesive throughout; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and precise; **4.** a wide range of grammatical structures are flexibly used and there are no grammatical errors other than slips characteristic of expert speakers; **5.** sentence flow is natural and highly fluent with natural pauses; and **6.** words are clearly pronounced; intonation and use of stress are appropriate throughout. Is the test taker **extremely easy** to understand, such that they provide a fully developed and highly fluent response, with a very high level of language use and pronunciation used consistently throughout?
C1	**The response achieves the task requirements:** **1.** the response is clear, relevant, and developed with appropriate elaboration and detail within the time allowed; **2.** the response is coherent and cohesive; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and demonstrates a broad range; **4.** a wide range of grammatical structures are used and grammatical errors are rare; **5.** sentence flow is mostly natural and fluent, with mostly natural pauses; and **6.** words are mostly clearly pronounced and any exceptions do not affect intelligibility; intonation and use of stress are appropriate other than minor lapses. Is the test taker **very easy** to understand, such that they provide a well-developed and fluent response, with a high level of language use and pronunciation used consistently throughout other than minor lapses which do not impact the communicative effect?
B2	**The response mostly achieves the task requirements:** **1.** the response is mostly clear and relevant, with some development; **2.** the response is mostly coherent and generally cohesive; **3.** vocabulary (including collocations and idiomatic language) is generally accurate and appropriate to the task; **4.** a range of grammatical structures are used and grammatical errors usually do not impact communication; **5.** sentence flow is reasonably fluent, with mostly natural pauses though there might be longer and/or unnatural pauses which do not affect intelligibility; and **6.** words are mostly clearly pronounced though inaccuracies may impact intelligibility at times; intonation and use of stress are mostly appropriate. Is the test taker **easy** to understand, such that they provide a sufficiently developed and reasonably fluent response, with a level of language and pronunciation that allows them to successfully complete the task despite inaccuracies, such that a listener could easily understand the response without asking for clarification?
B1	**The response partially achieves the task requirements:** **1.** the response is not always clear, relevant, and developed; **2.** the response may lack coherence or cohesion at times; **3.** vocabulary (including collocations and idiomatic language) is generally clear but limited; **4.** a limited range of grammatical structures is used with some errors which may impact communication; **5.** sentence flow has noticeable long or unnatural pauses, which may affect intelligibility; and **6.** some words may be unclear; intonation may be inappropriate or missing at times and use of stress may be incorrect, resulting in some unintelligibility. Is the test taker **somewhat easy** to understand, such that they provide a somewhat developed and partially fluent response, with a level of language and pronunciation that allows them to generally complete the task despite errors, such that a listener can mostly understand the response but in a real interaction may have to ask for clarification?
A2	**The response minimally achieves the task requirements:** **1.** the response is limited to familiar topics, and may be unclear, irrelevant, and minimally developed; the response may also be somewhat off-topic or underlength; **2.** the response may be repetitive and have limited coherence or cohesion; **3.** vocabulary is limited and often inaccurate; **4.** grammar structures are basic and there are frequent errors which may impact communication; **5.** sentence flow is not fluent, may be very slow, and has noticeable long or unnatural pauses, all of which affects intelligibility; and **6.** words are frequently unclear; intonation may be inappropriate or missing and use of stress is incorrect, resulting in unintelligibility. Is the test taker **not very easy** to understand, such that they provide a minimally developed response lacking fluency, with a level of language and pronunciation that allows them to only minimally complete the task despite numerous errors, such that a listener would have to ask them for significant clarification in a real interaction?
A1	**The response does not achieve the task requirements:** **1.** the response is limited to simple, familiar topics, and is often unclear, irrelevant and underdeveloped; the response may also be off-topic or very underlength; **2.** the response is often repetitive and may lack coherence or cohesion; **3.** vocabulary is very limited, inaccurate, and is insufficient for the task; **4.** only basic grammatical structures are produced and errors predominate; **5.** sentence flow has long, unnatural pauses, repetitions, or other breakdowns; and **6.** speech is frequently unintelligible because words are pronounced unclearly; intonation is inappropriate or missing and use of stress is incorrect. Is the test taker **not at all easy** to understand, such that they provide an insufficiently developed response lacking fluency, with a level of language and pronunciation that does not allow them to successfully complete the task, such that a listener might not be able to really understand the response in a real interaction?

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Write About the Photo

Rating	Description
C2	**The response fully achieves the task requirements:** **1.** the description is clear, perceptive, accurate, and fully developed; **2.** the response is smoothly-flowing, coherent, and cohesive throughout; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and precise; and **4.** a wide range of grammatical structures are flexibly used and there are no grammatical errors other than slips characteristic of expert writers. Does the response have an **excellent** effect on the reader, such that the writer describes the image extremely effectively and in detail, there is no strain on the reader, and a very high level of language is used consistently throughout?
C1	**The response achieves the task requirements:** **1.** the description is clear, complete, accurate, and well-developed; **2.** the response is well-structured, coherent, and cohesive; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and demonstrates a broad range; and **4.** a wide range of grammatical structures are used and grammatical errors are rare. Does the response have a **very good** effect on the reader, such that the writer describes the image clearly and effectively at some length, with a high level of language used consistently throughout other than minor lapses which do not impact the communicative effect?
B2	**The response mostly achieves the task requirements:** **1.** the description is mostly clear, complete, accurate, and appropriately developed; **2.** the response is generally well-structured, coherent, and cohesive despite occasional lapses; **3.** vocabulary (including collocations and idiomatic language) is generally accurate and appropriate to the task; and **4.** a range of grammatical structures are used and grammatical errors usually do not impact communication. Does the response have a **good** effect on the reader, such that the writer describes the image fairly clearly and with some detail, with a level of language that allows them to successfully complete the task despite inaccuracies?
B1	**The response partially achieves the task requirements:** **1.** the description is generally clear and relevant, though coverage may be uneven or incomplete; **2.** the response is somewhat organized but may lack coherence or cohesion at times; **3.** vocabulary (including collocations and idiomatic language) is generally clear but limited; and **4.** a limited range of grammatical structures are used with some errors which may impact communication. Does the response have a **satisfactory** effect on the reader, such that the writer describes the image despite lapses, with a level of language that allows them to generally complete the task despite errors?
A2	**The response minimally achieves the task requirements:** **1.** the description is not always clear, minimally developed, and may be only tangentially related to the image; the response may also be somewhat off-topic or underlength; **2.** the response uses some simple cohesive devices but may be repetitive or incoherent at times; **3.** vocabulary is limited and often inaccurate or unclear; and **4.** grammar structures are basic and there are frequent errors which may impact communication. Does the response have a **poor** effect on the reader, such that the writer communicates only a basic description, with a level of language that allows them to only minimally complete the task despite numerous errors?
A1	**The response does not achieve the task requirements:** **1.** the description is unclear, underdeveloped, and irrelevant; the response may also be off-topic or severely underlength; **2.** the response does not demonstrate organizational features and is composed of isolated phrases and sentences; **3.** vocabulary is very limited, inaccurate, and is insufficient for the task; and **4.** only basic grammatical structures are produced and errors predominate. Does the response have a **very poor** effect on the reader, such that the writer does not adequately describe the image, with a level of language that does not allow them to successfully complete the task?

Writing Sample and Interactive Writing

Rating	Description
C2	**The response fully achieves the task requirements:** **1.** the response is clear, relevant, fully developed, and is written in an appropriate style; **2.** the response is smoothly-flowing, coherent, and cohesive throughout; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and precise; and **4.** a wide range of grammatical structures are flexibly used and there are no grammatical errors other than slips characteristic of expert writers. Does the response have an **excellent** effect on the reader, such that the writer communicates their ideas effectively and in detail, there is no strain on the reader, and a very high level of language is used consistently throughout?
C1	**The response achieves the task requirements:** **1.** the response is clear, relevant, appropriately developed, and is written in an appropriate style; **2.** the response is well-structured, coherent, and cohesive; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and demonstrates a broad range; and **4.** a wide range of grammatical structures are used and grammatical errors are rare. Does the response have a **very good** effect on the reader, such that the writer communicates their ideas clearly and effectively at some length, with a high level of language used consistently throughout other than minor lapses which do not impact the communicative effect?
B2	**The response mostly achieves the task requirements:** **1.** the response is mostly clear, relevant, developed, and written in an appropriate style; **2.** the response is generally well-structured, coherent, and cohesive despite occasional lapses; **3.** vocabulary (including collocations and idiomatic language) is generally accurate and appropriate to the task; and **4.** a range of grammatical structures are used and grammatical errors usually do not impact communication. Does the response have a **good** effect on the reader, such that the writer communicates their ideas fairly clearly and with some detail, with a level of language that allows them to successfully complete the task despite inaccuracies?
B1	**The response partially achieves the task requirements:** **1.** the response is not always clear, relevant, developed, or written in an appropriate style; **2.** the response is somewhat organized but may lack coherence or cohesion at times; **3.** vocabulary (including collocations and idiomatic language) is generally clear but limited; and **4.** a limited range of grammatical structures are used with some errors which may impact communication. Does the response have a **satisfactory** effect on the reader, such that the writer communicates their ideas despite lapses, with a level of language that allows them to generally complete the task despite errors?
A2	**The response minimally achieves the task requirements:** **1.** the response is limited in scope, relying mainly on simplistic ideas and topics; the response may be unclear, irrelevant, or written in an inappropriate style or format and may also be somewhat off-topic or underlength; **2.** the response uses some simple cohesive devices but may be repetitive or incoherent at times; **3.** vocabulary is limited and often inaccurate or unclear; and **4.** grammar structures are basic and there are frequent errors which may impact communication. Does the response have a **poor** effect on the reader, such that the writer communicates only basic impressions or opinions, with a level of language that allows them to only minimally complete the task despite numerous errors?
A1	**The response does not achieve the task requirements:** **1.** the response is limited to simple personal information and ideas are often unclear or irrelevant; the response may also be off-topic or severely underlength; **2.** the response does not demonstrate organizational features and is composed of isolated phrases and sentences; **3.** vocabulary is very limited, inaccurate, and is insufficient for the task; and **4.** only basic grammatical structures are produced and errors predominate. Does the response have a **very poor** effect on the reader, such that the writer does not communicate relevant ideas, with a level of language that does not allow them to successfully complete the task?

Summarize the Conversation

Rating	Description
C2	**The response fully achieves the task requirements:** **1.** the response captures the situation, main ideas, and outcomes of the interaction, as well as other relevant information; **2.** the response is smoothly-flowing and coherent throughout, helping the reader to understand the conversation; **3.** vocabulary (including collocations and idiomatic language) is accurate, appropriate, and precise, expertly paraphrasing when necessary; and **4.** grammatical structures appropriate for summarizing the conversation are used naturally and there are no grammatical errors other than slips characteristic of expert writers. Does the response have an **excellent** effect on the reader, such that the writer clearly and coherently provides a summary of the conversation, ensuring that the reader gains a comprehensive understanding of the conversation?
C1	**The response achieves the task requirements:** **1.** the response captures the situation, main ideas, and outcomes of the interaction; **2.** the response is smoothly-flowing and coherent throughout; **3.** vocabulary (including collocations and idiomatic language) is accurate and appropriate, effectively paraphrasing when necessary; and **4.** grammatical structures appropriate for summarizing the conversation are used and grammatical and spelling errors are rare. Does the response have a **very good** effect on the reader, such that the writer clearly and coherently provides a summary of the conversation with only rare lapses, ensuring that the reader gains a good understanding of the conversation?
B2	**The response mostly achieves the task requirements:** **1.** the response mostly captures the situation and outcomes of the interaction, though it may lack or misreport some minor details; **2.** the response is generally well-structured and coherent despite occasional lapses; **3.** vocabulary (including collocations and idiomatic language) is generally accurate and appropriate, paraphrasing somewhat successfully; and **4.** some grammatical structures appropriate for summarizing the conversation are used and grammatical errors usually do not impact communication. Does the response have a **good** effect on the reader, such that the writer provides a generally clear and coherent summary of the conversation, despite some inaccuracies which do not impact the communicative effect, such that the reader gains a general understanding of the conversation?
B1	**The response partially achieves the task requirements:** **1.** the response captures some key aspects of the situation and outcomes of the interaction, though it may lack or misreport some important information; **2.** the response is somewhat organized but may lack coherence at times; **3.** vocabulary (including collocations and idiomatic language) is generally clear but limited which may limit the ability to paraphrase; and **4.** a limited number of grammatical structures appropriate for summarizing the conversation are used with some errors which may impact communication. Does the response have a **satisfactory** effect on the reader, such that the writer provides a summary of the conversation with variable clarity and coherence, with a level of language that allows them to successfully complete the task despite inaccuracies, such that the reader gains a broad or partial understanding of the conversation?
A2	**The response minimally achieves the task requirements:** **1.** the response captures some main points of the conversation, but it lacks or misreports some key information related to the situation or outcome; the summary may also be somewhat off-topic or underlength; **2.** the response may be repetitive, unclear, or incoherent at times, and it may use an inappropriate format; **3.** vocabulary is limited and often inaccurate or unclear, and there is little or no evidence of effective paraphrasing; and **4.** grammar structures are basic and may be inadequate for summarizing a conversation, and there are frequent errors which may impact communication. Does the response have a **poor** effect on the reader, such that the writer provides an incomplete/inaccurate summary, with a level of language that allows them to only minimally complete the task despite numerous errors, such that the reader does not gain a full understanding of the conversation?
A1	**The response does not achieve the task requirements:** **1.** the response does not capture main points of the conversation and only basic information about the conversation is conveyed; ideas are often irrelevant and the summary may also be off-topic or severely underlength; **2.** the response does not demonstrate organizational features and is composed of isolated phrases and sentences; it may use an inappropriate format; **3.** vocabulary is very limited, inaccurate, and is insufficient for the task; and **4.** only basic grammatical structures are produced and errors predominate which greatly impact communication. Does the response have a **very poor** effect on the reader, such that the writer does not provide a relevant summary, with a level of language that does not allow them to successfully complete the task, such that the reader does not gain a general understanding of the conversation?