BULATS Online Writing
Assessment Criteria

Public version

BAND	GLOBAL DESCRIPTORS
6 (C2) • task achievement • language resource • text organisation	**Fully operational command of the written language** • Task fully realised; **all** key points in rubric covered and developed as appropriate; no intrusive irrelevance. Minimum text length (see task rubric) achieved. Text would have a highly positive effect on the target reader. • A wide range of appropriate language is used effectively to complete the task. Consistently produces highly accurate language although rare inaccuracies of grammar or vocabulary may occur. • Text appropriately complex, effectively organised and cohesive. Format appropriate to task.
5 (C1) • task achievement • language resource • text organisation	**Good operational command of the written language** • Task fully realised; **all** key points in rubric covered; no intrusive irrelevance. Minimum text length (see task rubric) achieved. Text would have a positive effect on the target reader. • A wide range of appropriate language is used to complete the task. Generally produces accurate language although occasional inaccuracies of grammar or vocabulary may occur. • Text well organised and cohesive. Format appropriate to task.
4 (B2) • task achievement • language resource • text organisation	**Generally effective command of the written language** • Task realised; **all** key points in rubric covered; no intrusive irrelevance. Minimum text length (see task rubric) achieved. Effect of the text on the target reader is likely to be positive. • An adequate range of language is used to complete the task. Produces some accurate language although there are some inaccuracies of grammar and vocabulary which do not impede communication of the message. • Text suitably organised but may have some minor incoherence. Format generally appropriate to task.
3 (B1) • task achievement • language resource • text organisation	**Limited but effective command of the written language** • Parts of task realised but one key point in rubric may be omitted. There may be intrusive irrelevance. Text may be under length (see task rubric). Text may not have a positive effect on the target reader. • The range of language used is adequate for simple, familiar topics but inadequate for wider topics in the task. Produces some accurate simple language but attempts at complex language contain frequent errors. Some of the inaccuracies of grammar and vocabulary may impede communication of the message. • Text simple and logically sequenced. Format may be inappropriate to task.
2 (A2) • task achievement • language resource • text organisation	**Basic command of the written language** • Part of the task is realised but key points in rubric may be omitted. There may be intrusive irrelevance. Text is under length (see task rubric). Text could have a negative effect on the target reader. • The range of language used is adequate for some very simple, familiar topics but inadequate for wider topics in the task. Produces some accurate simple language; no accurate complex language. The frequent inaccuracies of grammar and vocabulary impede communication of the message. • Text organised at sentence level. Awareness of appropriate format may not be apparent.
1 (A1) • task achievement • language resource • text organisation	**Minimal command of the written language** • Part of the task may be realised but key points in rubric may be omitted. There may be intrusive irrelevance. Text is seriously under length (see task rubric). Text could have a highly negative effect on the target reader. • Some evidence of a very limited range of language but it is inadequate for the task topics. Some evidence of a limited ability to produce accurate simple language but inaccuracies of grammar and vocabulary prevent communication of the message. • Text organised at sentence or phrase level. Awareness of appropriate format not apparent.
0	Task not attempted.

BAND	GLOBAL DESCRIPTORS
6 (C2) • task achievement • coherence / discourse management • language resource • pronunciation • hesitation / extent	**Fully operational command of the spoken language** • Achieves the task effectively; responses are consistently appropriate. • Able to express both simple and complex ideas with ease; coherent extended discourse. • Consistently, displays wide range and accurate use of grammar and vocabulary. • Pronunciation is easy to understand; stress, rhythm and intonation are used to express meaning effectively. • Responds promptly with only natural hesitation; makes effective use of the allowed response time.
5 (C1) • task achievement • coherence / discourse management • language resource • pronunciation • hesitation / extent	**Good operational command of the spoken language** • Achieves the task well; responses are generally appropriate. • Able to express simple and complex ideas; generally extends discourse coherently. • Generally, displays wide range and accurate use of grammar and vocabulary. • Pronunciation is easy to understand; stress, rhythm and intonation are used to express meaning well. • Generally responds promptly, with only natural hesitation; generally makes good use of the allowed response time.
4 (B2) • task achievement • coherence / discourse management • language resource • pronunciation • hesitation / extent	**Generally effective command of the spoken language** • Achieves the task adequately; most responses are appropriate but a few may be inappropriate or ambiguous (possibly due to incomprehension of input). • Able to express simple ideas and makes some attempt to express complex ideas; mostly coherent, with some extended discourse. • There is an adequate range of grammar and vocabulary which is sufficiently accurate to deal with the tasks. • Pronunciation can generally be understood; stress, rhythm and intonation are used to express meaning adequately. • May be some hesitation while searching for language; generally makes adequate use of the allowed response time.
3 (B1) • task achievement • coherence / discourse management • language resource • pronunciation • hesitation / extent	**Limited but effective command of the spoken language** • Achieves most of the task, in a limited way; some responses may be inappropriate, ambiguous or not attempted (possibly due to incomprehension of input). • Able to express simple ideas; little extended discourse; some incoherence. • The range of grammar and vocabulary used is sufficient to complete tasks in a limited way. Some language in simple utterances is accurate but basic inaccuracies may impede communication of ideas and achievement of the tasks. • Pronunciation can generally be understood but L1 features may cause strain; an attempt is made to use aspects of stress, rhythm and intonation to express meaning. • Hesitation may demand patience of the listener; use of the allowed response time may not always be adequate.
2 (A2) • task achievement • coherence / discourse management • language resource • pronunciation • hesitation / extent	**Basic command of the spoken language** • Achieves only simplest part of the task (i.e. responding to simple prompts) in a very limited way; many responses may be inappropriate, ambiguous or not attempted (possibly due to incomprehension of input). • No extended discourse • The range of language is sufficient to respond to simple prompts but not to complete complex tasks. Some utterances (single words or short phrases) may be accurate but inaccuracies in grammar and vocabulary limit achievement of the tasks and restrict coherence and communication of ideas. • Pronunciation of single words may be intelligible but L1 features may make understanding difficult; little attempt is made to use aspects of stress, rhythm and intonation to express meaning. • Hesitation is excessive; use of the allowed response time is adequate on only a few occasions.
1 (A1) • task achievement • coherence / discourse management • language resource • pronunciation • hesitation / extent	**Minimal command of the spoken language** • May achieve a few of the simplest parts of the task (i.e. responding to simple prompts) in a very limited way; most responses may be inappropriate, ambiguous or not attempted (possibly due to incomprehension of input). • Utterances may be limited to single words. • The range of language is limited and inadequate to complete the tasks. Some accurate language but frequent inaccuracies may mean the message is not communicated. • Pronunciation of single words may be intelligible but L1 features may cause excessive strain to a listener; no attempt is made to use aspects of stress, rhythm and intonation to express meaning. • Hesitation is excessive; use of the allowed response time is generally inadequate.
0	Throughout the task, responses are not attempted, OR consistently no meaning is conveyed, OR responses are consistently unrelated to the rubric.

BAND	DESCRIPTORS for Reading Aloud
6 (C2) • overall intelligibility • individual sounds • stress etc	• Pronunciation is easy to understand and meaning is conveyed effectively. • Individual sounds are clear and unambiguous. • Stress, rhythm and intonation are consistently used appropriately so that meaning is expressed effectively.
5 (C1) • overall intelligibility • individual sounds • stress etc	• Pronunciation is easy to understand and meaning is conveyed well. • Individual sounds are generally clear and unambiguous. • Stress, rhythm and intonation are generally used appropriately so that meaning is expressed well.
4 (B2) • overall intelligibility • individual sounds • stress etc	• Pronunciation can generally be understood and meaning is conveyed adequately. • Individual sounds are generally clear although there may be occasional difficulty for the listener. • Stress, rhythm and intonation are used to express meaning adequately.
3 (B1) • overall intelligibility • individual sounds • stress etc	• Pronunciation can generally be understood but L1 features may cause strain; meaning is conveyed but there may be some ambiguity. • Many individual sounds are clear but some may cause difficulty for the listener. • An attempt is made to use aspects of stress, rhythm and intonation to express meaning.
2 (A2) • overall intelligibility • individual sounds • stress etc	• Pronunciation of single words may be intelligible but L1 features may make understanding difficult and some meaning may be distorted. • Inaccuracies in the pronunciation of individual sounds may cause strain for the listener and may impede communication of meaning. • Little attempt is made to use aspects of stress, rhythm and intonation to express meaning.
1 (A1) • overall intelligibility • individual sounds • stress etc	• Pronunciation of single words may be intelligible but L1 features may cause excessive strain to a listener and meaning may be seriously distorted. • Serious inaccuracies in the pronunciation of individual sounds may make speech unintelligible. • No attempt is made to use aspects of stress, rhythm and intonation to express meaning.
0	Responses not attempted OR not enough language to assess.