

## EOI-Grid - Level: B2 (2)

At B2 level, students should avoid the following typical mistakes in every speaking test3):

Very brief answers: I come from XY. (They should add more information) · Listing things: I like the music, football... · Not justifying your answers: Yes, I do · Using phrases without subject or predicate: Sweets, cakes, fish and meat · Talking about unrelated events or talking too much · Leaving your answers unfinished.

The tasks are based on international recommendations for speaking tests (e.g. Cambridge FCE, ...)

	Pronunciation Comprehensibility, intonation, stress (word & sentence)	Range Structural and lexical range, register	Accuracy Structural and lexical accuracy	Fluency & Interaction Fluency, turn-taking, accommodation	Communicative Effectiveness Coherence, organisation, required information provided
10	<input type="checkbox"/> Clear and natural pronunciation with few phonological errors, which do not affect comprehensibility. <input type="checkbox"/> Can generally use intonation and stress appropriately to highlight significant points.	<input type="checkbox"/> Uses a wide range of complex structures. <input type="checkbox"/> Very wide range of vocabulary. <input type="checkbox"/> Seldom needs to use paraphrasing. <input type="checkbox"/> Register almost always appropriate.	<input type="checkbox"/> Very good grammatical control. <input type="checkbox"/> Lexical accuracy very high, hardly any incorrect word choice. <input type="checkbox"/> Hardly any lexical or grammatical mistakes, and almost none which impair effective communication of either general or nuanced meaning	<input type="checkbox"/> Very fluent and spontaneous. <input type="checkbox"/> Intervenes appropriately, frequently relating her/his contribution to those of others. <input type="checkbox"/> Easily adjusts to the communicative situation. <input type="checkbox"/> Consistent and noticeable ease of expression in longer complex stretches of speech.	<input type="checkbox"/> All aspects of the task addressed and convincingly expanded. <input type="checkbox"/> Contributions are always relevant. <input type="checkbox"/> Very well-structured and clear presentation of ideas.
9					
8	<input type="checkbox"/> Generally clear and natural pronunciation with a few instances of phonological errors which rarely affect comprehensibility. <input type="checkbox"/> Can quite often use intonation and stress appropriately to highlight significant points.	<input type="checkbox"/> Uses a range of complex structures. <input type="checkbox"/> Wide range of vocabulary, varies formulation to avoid repetition. <input type="checkbox"/> Can paraphrase with ease. <input type="checkbox"/> Register largely appropriate.	<input type="checkbox"/> Good grammatical control, mistakes are rare. <input type="checkbox"/> Lexical accuracy high, occasional slips rarely impede comprehensibility. <input type="checkbox"/> Mistakes often self-corrected or compensated for effectively	<input type="checkbox"/> Quite fluent and spontaneous. <input type="checkbox"/> Frequently intervenes appropriately. <input type="checkbox"/> Can adjust to the communicative situation. <input type="checkbox"/> Ease of expression in longer complex stretches of speech.	<input type="checkbox"/> All aspects of the task addressed and expanded. <input type="checkbox"/> Contributions are almost always relevant. <input type="checkbox"/> Well-structured and clear presentation of ideas.
7					
6	<input type="checkbox"/> Quite clear and natural pronunciation with some noticeable phonological errors which do not often impede and hardly ever prevent comprehensibility. <input type="checkbox"/> Some evidence of ability to use intonation appropriately	<input type="checkbox"/> Uses some complex structures. <input type="checkbox"/> Good range of vocabulary. <input type="checkbox"/> Can paraphrase although with some difficulty. <input type="checkbox"/> Some evidence of correct use of register.	<input type="checkbox"/> Generally good grammatical control with some mistakes which do not cause significant misunderstanding. <input type="checkbox"/> Lexical accuracy adequate for the tasks, but with some noticeable mistakes which do not often impede comprehension. <input type="checkbox"/> Can sometimes correct her/his mistakes.	<input type="checkbox"/> Largely fairly fluent and spontaneous causing very little strain on the listener. <input type="checkbox"/> Turn-taking not always appropriate. <input type="checkbox"/> Can usually adjust to the communicative situation. <input type="checkbox"/> Produces stretches of language with fairly even tempo; few long pauses.	<input type="checkbox"/> Most aspects of the task addressed and sufficiently expanded. <input type="checkbox"/> Contributions generally relevant. <input type="checkbox"/> Generally well-structured and clear presentation of ideas.
5					
4	<input type="checkbox"/> Pronunciation is not always natural with quite frequent phonological errors which significantly impede and sometimes prevent comprehension	<input type="checkbox"/> Only a few complex structures. <input type="checkbox"/> Limited range of vocabulary, which causes inappropriate repetition. <input type="checkbox"/> Has difficulty paraphrasing. <input type="checkbox"/> Some problems with register.	<input type="checkbox"/> Inadequate grammatical control for some aspects of the tasks. Errors sometimes impede comprehension. <input type="checkbox"/> Inadequate lexical accuracy, errors sometimes impede comprehension. <input type="checkbox"/> Largely unaware of and mostly unable to correct her/his mistakes.	<input type="checkbox"/> Lack of fluency and spontaneity, imposing some strain on the listener. <input type="checkbox"/> Has difficulty intervening appropriately, turn-taking not effective. <input type="checkbox"/> Has difficulty adjusting to the communicative situation. <input type="checkbox"/> Frequent hesitations and some long pauses.	<input type="checkbox"/> Only some of the aspects of the task addressed with little expansion. <input type="checkbox"/> Contributions not generally relevant. <input type="checkbox"/> Ideas not generally well-structured or clear
3					
2	<input type="checkbox"/> Frequent mispronunciations which significantly impede and often prevent comprehension	<input type="checkbox"/> Hardly any complex structures. <input type="checkbox"/> Insufficient vocabulary. <input type="checkbox"/> Fails to cover linguistic gaps. <input type="checkbox"/> Problems with register.	<input type="checkbox"/> Inadequate grammatical control. Errors frequently impede and sometimes prevent comprehension <input type="checkbox"/> Inadequate lexical accuracy. Errors frequently impede and sometimes prevent comprehension. <input type="checkbox"/> Unaware of and unable to correct her/his mistakes.	<input type="checkbox"/> Lack of fluency and spontaneity, imposing considerable strain on the listener. <input type="checkbox"/> Fails to interact appropriately. <input type="checkbox"/> Fails to adjust to the communicative situation. <input type="checkbox"/> Frequent hesitations and long pauses.	<input type="checkbox"/> Only some aspects of the task addressed, none expanded. <input type="checkbox"/> Irrelevant contributions. <input type="checkbox"/> Lack of clarity and organisation.
1					
0	Not enough language for assessment				Task(s) ignored or not accomplished