

	1	2	3	4	5	6	7	8	9	10
<b>Accuracy</b>	Can produce isolated phrases.	Can produce simple survival sentences.	Has some concept of basic present and past tense usage, and sentence structure.	Has basic grasp of tense usage: past present and future. Can form basic questions. Relies somewhat on translation.	Has good grasp of tense usage: past, present, future, and conditional forms. Can form various questions. Relies on some translation.	Can express himself/herself accurately in more complex situations. Less reliance on first language translation.	Has dealt with all tenses, and can select the appropriate structure with little thought. Little reliance on first language translation.	Makes only minor errors typical of non-native speakers. No noticeable reliance on first language translation	Makes only minor errors typical of native speakers. No noticeable reliance on first language translation	Does not rely on translation techniques at all. Bilingual competence.
<b>Fluency</b>	Can produce limited social expressions such as greetings.	Can produce simple social expressions and describe basic activities.	Can interact in short conversations. Needs preparation time.	Can interact with less preparation time, although mistakes are common. Can express basic opinions.	Can react and interact with little preparation time. Can express basic opinions and defend them. Some mistakes evident.	Can interact almost spontaneously. Can express more complex ideas. Can self-correct while speaking.	Can interact spontaneously, making very few mistakes and self-correcting immediately.	Can interact at near-native level, expressing complex ideas and often using idiomatic expressions.	Can interact at native level. Can express oneself very confidently.	Can effortlessly express oneself as a native speaker, using complex idiomatic expressions.
<b>Aural comprehension</b>	Can understand short phrases spoken slowly. Often needs repetition and gestures.	Can understand basic questions when spoken slowly. Needs some repetition and context.	Can understand basic phrases and questions at normal speed.	Can understand everyday face-to-face conversations at normal speed, although may need clarification at times. Has difficulty listening to media.	Can understand a variety of conversations in both business and social contexts. Can understand about 50% of media news.	Can follow most conversations, although regional accents and idioms may provide difficulty. Can follow the gist of all broadcasts.	Can follow complex business conversations, and understand regional accents and idiomatic expressions.	Can follow all media, presentations and negotiations with relative ease, missing only occasional nuance.	Can follow all media, presentations and negotiations with ease.	Has native level of understanding. Strong regional accents pose no threat and student can often identify region of origin.
<b>Vocabulary range</b>	Knows a few basic verbs and phrases.	Knows some social expressions, and basic noun phrases.	Can survive in limited social and business situations using fixed expressions only.	Can put together separate vocabulary items to express himself. Has strategies to deal with unknown words.	Is operational in basic business and social situations. Can get the message across.	Is functional in some complex business and social situations. Still has vocabulary 'blocks'.	Has wide range of formal and informal vocabulary and good coping strategies.	Has knowledge of specialised vocabulary both in his/her field and outside.	Has knowledge of, and often uses idiomatic expressions and colloquial phrases. Can be subtle, witty etc.	Has a range of vocabulary comparative to that of a native speaker. Can select appropriate language for any context.

<b>Appropriacy</b>	No distinction between formal and informal language	Has survival techniques using any register to get basic message across. Still largely unaware of inappropriate usage.	Will often use inappropriate language and register. Aware of formal and informal language.	Able to use the correct register for basic business and social situations.	Able to use the correct register for most business and social situations.	Able to use the correct register for more complex business and social situations.	Will seldom use inappropriate register. Able to self-correct if necessary.	Able to select from a varied range of formal and informal language, displaying an ease in most situations.	Confident in all social and business situations.	Always uses the appropriate formality, and can switch register effortlessly.
<b>Pronunciation</b>	Very weak. Nationality obvious. Needs to mimic teacher. Comprehension greatly affected by accent.	Weak. Nationality very apparent. Comprehension somewhat affected by accent.	Nationality shows somewhat. Can sometimes guess correct pronunciation. Comprehension not greatly affected by accent.	Minimal pairs form main problem. Nationality less evident. Can often work out correct pronunciation. Comprehension not affected by accent.	Some pronunciation difficulty, especially with longer syllables, causing word stress problems. Nationality not very evident.	Slight accent detectable. Student can often self correct, especially with minimal pairs.	Accent is largely unnoticeable. Occasional mistakes made, usually with word stress.	Mistakes only generally made when speaking at speed.	Mistakes seldom made even when speaking at speed.	Native-like accent. Nationality not detectable at all.
<b>Intonation</b>	Intonation mimics student's own language completely.	Intonation largely mimics student own language.	Student is aware of intonation, but cannot often apply it appropriately.	Student can now apply intonation to language, often needing to mimic first. More aware of natural chunking and pauses.	Student is often able to chunk language naturally. Starting to use intonation to express feelings.	Student can chunk naturally even at speed. Can also express feelings through intonation.	Student's intonation is close to native speaker, with natural chunking throughout conversation.	Student can manipulate intonation of language to achieve a variety of native-like effects.	No first language intonation apparent.	Student has near-native intonation.
<b>Structural complexity</b>	Knows only basic words.	Knows only basic fixed expressions.	Can form basic sentences. Relies heavily on repetition of known structures.	Can link basic sentences and ideas. Some repetition of language evident.	Student is selective and adventurous with lexicon and structures.	Can express oneself using a range of lexicon and grammatical structures.	Can show a wide range of structural ideas in many business and social situations.	Can use quite complicated language phrases, uniting ideas effectively.	Can use complicated language phrases, uniting ideas effortlessly.	Can express oneself using near-native complexity of structures.
<b>Business competence</b>	Simple business greetings. Cannot respond.	Basic introductions on a one-to-one level.	Can describe job and company in basic detail.	Can describe roles, departments and activities in some detail. Can take part in prepared meetings. Can deliver a prepared presentation.	Can express views in meetings. Can perform well in telephone conversations. Can deliver less structured presentations. Can follow negotiations.	Can interact spontaneously in meetings and negotiations. Can deliver an off the cuff presentation.	Can chair meetings effectively. Can lead complex negotiations and get the desired result.	Confident with all business functions whether prepared or spontaneous.	Can use persuasive and subtle language in all business situations.	Can interact with near-native competency in all business situations.

<b>Social competence</b>	Basic greetings in one-to-one situation. Repetition often needed.	Greetings and introductions in one-to-one situations.	Can respond to introductions. Can express needs. Can interact basically at group level.	Can make basic requests, express basic problems. Preparation time often needed. Less nervous in group situations. Can offer some small-talk.	Can entertain, express more complex wishes, and react in most social settings. Can offer and respond to small-talk. Some mistakes made and preparation time still needed.	Can socialise in most one-to-one and group situations with little preparation. Can make small-talk comfortably.	Can socialise, make small-talk, offer help, advice etc. spontaneously in all social situations. Some mistakes still evident.	Can discuss all topics of social current affairs with ease. Will often initiate small-talk to make people feel at ease.	Can perform confidently in all social situations. Can tell jokes comfortably.	Can socialise on a native level making people feel completely at ease.
<b>Writing</b>	Any writing subject to heavy spelling mistakes.	Writing is often subject to lexical, grammatical and spelling mistakes.	Can write basic sentences, often using repeater links such as 'and', 'but' and 'so'. Vocabulary limits are obvious.	Can be quite adventurous with sentence structure and links. Can write a basic business letter. Aware of different writing formats.	Can express opinions effectively. Writing shows some thought on coherence and cohesion. More use of adverbs and phrasal verbs. Not yet totally accurate.	Can write quite accurately on a variety of subjects and in a range of formats. Can use the appropriate register. Some spelling mistakes may still be evident.	Style is now evident, as well as appropriate idiomatic usage. Can write detailed reports using a variety of tones.	Can write persuasive arguments. Can use a variety of stylistic devices to achieve desired affect.	Can adapt style to all written formats: email, reports, business letters, advertising etc.	Written output is indistinguishable from that of like-educated native.
<b>Overall</b>	With a lexicon of less than 30 words and no knowledge of tenses, the student struggles to survive.	With a limited lexicon and knowledge of present simple tense, the student manages a survival level.	With a basic lexicon and tense foundation, the student can survive at a conversational level.	The student has a basic range of vocabulary and tense knowledge to function in several business and social situations.	The student is competent at expressing himself in most business and social situations.	The student is confident when using the language, even in spontaneous circumstances.	The student can manipulate the language in most situations to get the desired result.	The student is obviously confident with the language, expressing himself/herself effortlessly.	The student appears to have learnt the language at a very early age, showing an ability close to that of a native speaker.	The student appears to be a native speaker of the language.