

Speaking

Comparing and contrasting Talk about buying eco-friendly clothing

Criteria	Band 5	Band 4	Band 3	Band 2	Band 1
Task fulfilment	Fully covers all the steps required by the task: Think, Prepare, Practise, Perform.	Covers all the steps required by the task: Think, Prepare, Practise, Perform.	Covers all the steps required by the task: Think, Prepare, Practise, Perform but with some detail missing from the Think and Prepare sections.	Doesn't cover all the steps required by the task and/or with little detail in the Think and Prepare sections.	Doesn't cover all the steps required by the task and/or with very little detail in the Think and Prepare sections.
Communication	Communicates effectively with a partner, always asks questions/responds appropriately.	Communicates effectively with a partner, asks some questions but occasionally responds inappropriately.	Communicates with a partner but doesn't always respond appropriately.	Often struggles to ask questions or respond appropriately.	Struggles to ask questions or respond appropriately.
Language	Uses a wide range of vocabulary, including key vocabulary from the unit: materials . Uses key grammar: the passive , with no or very few mistakes. Uses a good number of key phrases: for comparing and contrasting .	Uses a range of vocabulary, including key vocabulary from the unit: materials . Uses key grammar: the passive , with only a few mistakes. Uses some key phrases: for comparing and contrasting .	Uses a limited range of vocabulary, including key vocabulary from the unit: materials . Uses key grammar: the passive , with some mistakes. Uses a few key phrases: for comparing and contrasting .	Uses a very limited range of vocabulary, including key vocabulary from the unit: materials . Uses key grammar: the passive , with several mistakes. Uses a limited number of key phrases: for comparing and contrasting .	Doesn't use a range of vocabulary or key vocabulary from the unit. Doesn't use key grammar: the passive . Doesn't use key phrases: for comparing and contrasting .
Pronunciation	Speaks clearly and with intelligible pronunciation for the most part.	Speaks clearly, occasionally struggles with pronunciation but without affecting understanding.	Speaks clearly, sometimes struggles with pronunciation but without affecting understanding.	Often struggles to speak intelligibly.	Struggles to speak intelligibly.

Writing

Write a blog entry

Criteria	Band 5	Band 4	Band 3	Band 2	Band 1
Task fulfilment	Fully covers all the steps required by the task: Think, Prepare, Write, Check.	Covers all the steps required by the task: Think, Prepare, Write, Check.	Covers all the steps required by the task: Think, Prepare, Write, Check but with some detail missing.	Covers the steps required by the task: Think, Prepare, Write, Check but with a lot of detail missing.	Doesn't cover all the steps required by the task.
Language	Uses key vocabulary: the environment, materials and protecting the planet , with no or very few spelling mistakes. Uses key grammar: the passive , accurately, with no or very few mistakes.	Uses key vocabulary: the environment, materials and protecting the planet , with only a few spelling mistakes. Uses key grammar: the passive , with only a few mistakes.	Uses some key vocabulary: the environment, materials and protecting the planet , with some spelling mistakes. Uses some key grammar: the passive , with some mistakes.	Uses limited key vocabulary: the environment, materials and protecting the planet , with several spelling mistakes. Uses limited key grammar: the passive , with several mistakes.	Uses very limited key vocabulary: the environment, materials and protecting the planet , with spelling mistakes. Uses very limited key grammar: the passive , with mistakes.
Organisation	Organises the blog entry into six short paragraphs. Organises the text so that the reader understands all of the message.	Organises the blog entry into five or six short paragraphs. Organises the text so that the reader understands most of the message.	Organises the blog entry into three or four paragraphs. Organises the text so that the reader understands some of the message.	Uses only two or three paragraphs. Doesn't organise the text so that the reader understands little of the message.	Doesn't use paragraphs. Doesn't organise the text so that the reader understands very little of the message.
Subskill	Shows understanding of the subskill: uses an informal style (to write a blog) accurately with no or very few mistakes.	Shows understanding of the subskill: uses an informal style (to write a blog) with only a few mistakes.	Shows some understanding of the subskill: uses an informal style (to write a blog) but with some mistakes.	Shows little understanding of the subskill: uses an informal style (to write a blog) with several mistakes.	Shows no understanding of the subskill: doesn't use an informal style (to write a blog) .
Genre	Uses several features accurately as appropriate for the writing genre: short paragraphs, colloquial language, a blog title and a friendly tone .	Uses several features as appropriate for the writing genre: short paragraphs, colloquial language, a blog title and a friendly tone .	Uses some features as appropriate for the writing genre: short paragraphs, colloquial language, a blog title and a friendly tone .	Uses very few features as appropriate for the writing genre: short paragraphs, colloquial language, a blog title and a friendly tone .	Doesn't use any features as appropriate for the writing genre: short paragraphs, colloquial language, a blog title and a friendly tone .

Project

Design a leaflet to campaign for a green issue; present the leaflet

Criteria	Band 5	Band 4	Band 3	Band 2	Band 1
Task fulfilment	Fully covers all the steps required by the task: Think, Plan, Create, Present.	Covers all the steps required by the task: Think, Plan, Create, Present.	Covers all the steps required by the task: Think, Plan, Create, Present but with some detail missing.	Covers the steps required by the task: Think, Plan, Create, Present but with a lot of detail missing.	Doesn't cover all the steps required by the task.
Super skill	Collaboration: works very effectively with a partner to show flexible thinking; breaks a problem into small pieces and finds a solution for each one. Uses several key phrases: for being flexible.	Collaboration: works effectively with a partner to show flexible thinking; breaks a problem into small pieces and finds a solution for each one. Uses some key phrases: for being flexible.	Collaboration: works well with a partner to show flexible thinking but with areas for improvement; may find it difficult to break a problem into small pieces and/or find a solution for each one. Could use more key phrases: for being flexible.	Collaboration: often struggles to work with a partner to show flexible thinking; has difficulty breaking a problem into small pieces and finding a solution for each one. Uses very few key phrases: for being flexible.	Collaboration: doesn't work effectively with a partner to show flexible thinking; cannot break a problem into small pieces in order to find a solution for each one. Doesn't use key phrases: for being flexible.
Content	Creates an attractive and clearly organised leaflet with key information about a green issue. Includes all of the following: an interesting title; a photo; basic facts about the issue; statistics to illustrate the facts; things people can do about the issue; section headings; bullet points.	Creates a clearly organised leaflet with key information about a green issue. Includes most of the following: an interesting title.; a photo; basic facts about the issue; statistics to illustrate the facts; things people can do about the issue; section headings; bullet points.	Creates a leaflet about a green issue but some key information is missing, or the organisation of the leaflet isn't always clear. Includes some of the following: an interesting title; a photo; basic facts about the issue; statistics to illustrate the facts; things people can do about the issue; section headings; bullet points.	Creates a leaflet about a green issue, but a lot of key information is missing or leaflet isn't clear. Includes little of the following: an interesting title; a photo; basic facts about the issue; statistics to illustrate the facts; things people can do about the issue; section headings; bullet points.	Creates a simple leaflet about a green issue with very limited information; leaflet isn't clear. Includes little or none of the following: an interesting title; a photo; basic facts about the issue; statistics to illustrate the facts; things people can do about the issue; section headings; bullet points.
Language	Uses key language in the leaflet: the environment and protecting the planet, and the passive accurately, with no or very few mistakes.	Uses key language in the leaflet: vocabulary about the environment and protecting the planet, and the passive , with only a few mistakes.	Uses some key language in the leaflet: the environment and protecting the planet, and the passive , with some mistakes.	Uses limited key language in the leaflet: vocabulary about the environment and protecting the planet, and the passive , with several mistakes.	Uses very limited key language in the leaflet: the environment and protecting the planet, and the passive , with mistakes.
Presentation	Presents each section of the leaflet very clearly, with good pacing. Uses phrases for introducing sections accurately.	Presents each section of the leaflet clearly, with reasonable pacing. Uses phrases for introducing sections mostly accurately.	Presents the leaflet well, but some parts of the presentation could be clearer. Doesn't always use phrases for introducing sections.	Presents the leaflet, but many parts of presentation are unclear. Uses very few phrases for introducing sections.	Presents the leaflet by simply reading the leaflet aloud. Presentation is unclear.