

The following criteria are a summary of our holistic approach to marking the speaking tests. More detailed criteria for assessing accredited levels can be found in the AIM Awards Suite of ESOL International Qualifications Specification.

B1 INTERMEDIATE

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Can keep going comprehensibly and express most of what he / she wants to say on unprepared topics. Might pause for grammatical and lexical planning. Might occasionally need to go back over phrases, repair mistakes, etc.	Covers the subjects of discussion with ease. Offers additional content spontaneously on more abstract/cultural topics than those limited to everyday life.	Clear and comprehensible pronunciation although L1 accent may be noticeable. Natural word stress and sentence intonation throughout.	Fully appropriate words and expressions for the tasks at this level. Can confidently use some more adventurous language without obvious searching for words.	Generally confident with all the structures demanded by the tasks. Can spontaneously produce examples of the more complex grammar at this level. Occasional minor inaccuracies. Can link ideas using a range of B1 connectors.
M	Can contribute effectively to the conversation. Candidate is reasonably fluent, but has false starts and repairs. Can do more than just short answers or sentences. May occasionally ask for repetition/clarification	Covers the subjects well. Offers some additional content although this may be limited to topics that are familiar/relate to everyday life.	Reasonable pronunciation and word stress / sentence intonation. Occasional mother tongue interference, although generally not impeding understanding.	Adequate vocabulary for all the tasks at this level. May attempt to use a wider range of language beyond the basics required for this level.	Has a good command of grammar at B1 level. Mistakes are made, but do not seriously break up the flow. Can link a sequence of points using simple connectors.
P	Can manage tasks and contribute to the discussion. Might need obvious prompting and help to keep going. May sometimes be difficult to follow when trying to expand/ explain. May offer just short answers or sentences. May sometimes ask for repetition/clarification	Can cover the subjects adequately, but needs help and prompting. Can produce limited additional content.	Mother tongue interference leads to some oddities in stress and intonation. Oddities may occasionally impede understanding.	Adequate vocabulary for the tasks. Some prompting and help may be required. Vocabulary may be simple but functional.	Can use the basic grammar required of the tasks. Mistakes, but can keep going and make him / herself understood. Can use simple connectors to link phrases.
R	Pauses and hesitation indicate lack of ability to communicate and/or comprehension of the tasks at this level.	Does not cover the subjects. Is very hesitant about what to say, even with prompting and help.	Flow of pronunciation and intonation does not inspire confidence in the speaker having a B1 level of spoken English.	Vocabulary too limited to be called functional at this level.	Mistakes and language range indicating B1 grammar in spoken English not quite achieved.
U	Little or no communication taking place in English at all.				