BRITISH COUNCIL

ENGLISH LANGUAGE ASSESSMENT RESEARCH GROUP

Technical Report

Aptis Advanced Technical Supplement Version 1.0 TR/2020/003

© BRITISH COUNCIL 2020 www.britishcouncil.org/aptis

CONTENTS

CONTENTS	2
1. Introduction	3
1.1 About this Technical Supplement	3
1.2 Aptis Test System	3
2. Aptis Advanced	3
2.1 Aptis Advanced overview	3
2.2 Aptis Advanced scoring	4
2.3 Aptis Advanced test structure at the component level	5
3. References	11
Appendix A: How to read Aptis Advanced task specification tables and list of specification tables in Appendices B - F	12
Appendix B: Aptis Advanced task specifications for the Grammar and Vocabulary component	nt
	13
Appendix C: Aptis Advanced task specifications for the Listening component	19
Appendix D: Aptis Advanced task specifications for the Reading component	23
Appendix E: Aptis Advanced task specifications for the Speaking component	30
Appendix F: Aptis Advanced task specifications for the Writing component	33
Appendix G: Rating scales for Aptis Advanced Speaking and Writing	36

List of Tables

Table 1: Overview of the structure of the Aptis Advanced Core component	. 6
Table 2: Overview of the structure of the Aptis Advanced Reading component	. 7
Table 3: Overview of the structure of the Aptis Advanced Listening component	. 8
Table 4: Overview of the structure of the Aptis Advanced Speaking component	. 9
Table 5: Overview of the structure of the Aptis Advanced Writing component	10

1. Introduction

1.1 About this Technical Supplement

This Technical Supplement has been produced to complement the Aptis General Technical Manual (O'Sullivan, Dunlea, Spiby, Westbrook, & Dunn, 2020) by providing information specific to the Aptis Advanced test. The main Technical Manual gives a complete overview of the Aptis Test System, within which a number of variants have been developed for different test populations and uses. The Aptis Test System was developed by the British Council, which works directly with organisations to provide tests of English as a Second Language / English as a Foreign Language / English for Speakers of Other Languages (ESL/EFL/ESOL) for a range of assessment needs. The Aptis Test System has been used globally since its launch in 2012 with the first variant within the system, Aptis General. Since that time a number of variants have been developed. Aptis Test System which are common to all variants should consult the main Technical Manual for information on the following areas:

- The theoretical model of test development and validation underpinning the system
- The approach to item writing and content quality assurance
- The training and standardisation of human raters and measures for monitoring live marking
- The approach to pretesting and quality assurance for building live test versions
- The use of the Common European Framework of Reference (CEFR) (Council of Europe, 2001) in the test design and score reporting
- How technical performance characteristics of tests within the system are evaluated and maintained
- Accommodations available to ensure the test is accessible for a diverse range of test takers
- Research and validation for tests in the Aptis Test System.

The Aptis Advanced Technical Supplement focuses on providing information on the format of each of the five components (Grammar and Vocabulary, Listening, Reading, Speaking, Writing) and detailed information on task specifications and rating scales specific to the Aptis Advanced test.

1.2 Aptis Test System

The Aptis Test System integrates test design, development, and delivery aspects within an integrated system to provide flexible English language assessment options to test users. The system combines a coherent theoretical approach to language test development and validation with an operational network for content creation and test delivery. Tests are developed within the Aptis system for various uses by different test users, but according to the same theoretical principles of language test validation and the same operational approach to quality assurance. As noted above, the first variant released in the system was Aptis General, and this remains the baseline, or standard variant within the system. New variants are positioned in relation to Aptis General according to a model of localisation that provides a principled framework for developing variants for different test taker populations and uses (see the main Technical Manual for a description of localisation in the Aptis Test System). Currently the main variants in the system are Aptis General, Aptis for Teachers, Aptis Advanced, and Aptis for Teens.

2. Aptis Advanced

2.1 Aptis Advanced overview

Aptis Advanced is designed to provide assessment options for ESL/EFL/ESOL speakers spanning proficiency ranges from B1 to C2 in terms of the Common European Framework of Reference for Languages (CEFR). Test takers will be 16 years old or older and may be engaged in education, training, employment or other activities.

As with Aptis General, the description of test-taker variables for Aptis Advanced is generic. It is intended as a ready-to-use product appropriate for use in a broad range of contexts. Potential test users are expected to engage with the Aptis team to evaluate whether Aptis Advanced is the most appropriate variant for the intended test-taker population.

Aptis Advanced is intended for use in determining the ability of test takers at higher proficiency levels (B1-C2) in a range of employment, training and learning needs. Potential target language use (TLU) contexts lie within the educational, occupational, and public domains, for example, where learners are engaged with real-world tasks in higher education and training programmes, as well as learners using English for work-related purposes.

2.2 Aptis Advanced scoring

As with all other variants in the Aptis Test System, for Aptis Advanced the Core (Grammar & Vocabulary), Reading and Listening components are scored automatically within the computer delivery system. Trained human raters mark the Speaking and Writing components, using an online rating system. In terms of score reporting, for each of the four skill components—Listening, Reading, Speaking, and Writing—a numerical scale score (between 0 and 50) plus a CEFR level are allocated to each test taker. For the Core component a numerical scale score is provided. It is important to note that the numerical score scales (0-50) used for Aptis Advanced are specific to this variant. Thus, the same numerical score on the Aptis Advanced Reading component and the Aptis General Reading component do not mean the same thing in terms of the degree of English proficiency demonstrated by the test taker. To interpret the scores provided by each variant, it is important to understand the range of proficiency covered and types of tasks used in each variant.

The use of the CEFR in score reporting provides a common reference point for making very broad comparisons of proficiency levels targeted by the different variants. As already noted, Aptis Advanced is designed to measure proficiency across the range from B1 to C2. Candidates who complete the four-skills test, comprising all five Aptis components, are additionally awarded an overall numerical scale score (out of a total possible score of 200) and an overall CEFR level. The use of two different types of score feedback—a finer grained score scale and proficiency levels on a criterion-referenced proficiency framework such as the CEFR—is an important feature of the test designed to provide flexibility for test users. The two types of feedback provide different but complementary information suitable to help inform different kinds of decisions.

Numerical Score:

- Provides a detailed comparison of candidate performances for a given skill within a group, including comparisons between students within the same CEFR level at a more fine-grained level.
- Enables tracking of test-taker performance for a given skill over a period of time or following language teaching/learning intervention. This is particularly relevant when the intervention or learning period may not be sufficient to realise improvement over one or more CEFR levels.

CEFR Skill Profile:

- Provides benchmarked CEFR levels of proficiency which can be referenced to descriptions of what a language user can typically do at these levels.
- Differentiates strengths and weaknesses across skills to help provide road maps for learners and teachers to target areas for improvement (referencing the descriptions of what typical language users can do).
- Can be used to show improvement over longer periods of time or more intense interventions based on recognised criteria.

For a detailed description of the scoring system used across variants in the Aptis Test System, including Aptis Advanced, see Dunn (2020).

2.3 Aptis Advanced test structure at the component level

Tables 1-5 present an overview of the structure of the five components which make up the full, fourskills package of Aptis Advanced:

- 1. Core Grammar and Vocabulary component
- 2. Listening component
- 3. Reading component
- 4. Speaking component
- 5. Writing component.

The Core, Reading and Listening components utilise selected-response formats. Speaking and Writing components require test takers to provide samples of spoken and written performance. The Speaking test is a semi-direct test in which test takers record responses to pre-recorded prompts.

Part	Skill focus	ltems / part	Lvi	ltems/ level	Task focus	Task description	Response format			
						A1	5		Sentence completion: select	
1	Grammar	25	A2	5-7	Syntax and word	the best word to complete a	3-option			
		_0	B1	5-7	usage	sentence based on syntactic appropriacy.	multiple choice			
			B2	5-7		-FFF				
				A1	5	Synonym (vocabulary breadth)	Word matching: match 2 words which have the same or very similar meanings.	5 target words. Select the best match for each from a bank of 10 options.		
		25	25	25	A2	5	Meaning in context (vocabulary breadth)	Sentence completion: select the best word to fill a gap in a short sentence. Understanding meaning from context.	5 sentences, each with a 1-word gap. Select the best word to complete each from a bank of 10 options.	
2	Vocabulary				B1	5	Meaning in context (vocabulary breadth)	Sentence completion: select the best word to fill a gap in a short sentence. Understanding meaning from context.	5 sentences, each with a 1-word gap. Select the best word to complete each from a bank of 10 options.	
										5
			B2	5	Collocation (vocabulary depth)	Word matching; match the word which is most commonly used with a word targeted from the appropriate vocabulary level.	5 target words. Select the best match for each from a bank of 10 options.			

Table 1: Overview of the structure of the Aptis Advanced Core component

Part	Skill focus	Items	Lvl	Task focus	Task description	Response format
1	Text-level comprehension of short texts	7	 7 B1 Text-level comprehension of short texts (Global reading, both careful and expeditious) Matching statements of opinion with people associated with different texts. Selecting the correct person requires text-level comprehension and reading across multiple sentences. 		4 short paragraphs. Test takers choose from a drop-down menu which of the four people match 7 statements.	
2	Text-level comprehension of a long text	7	B2	Text-level comprehension of a longer text (Global reading, both careful and expeditious)	Matching the most appropriate headings to paragraphs. Requires integration of micro- and macro-propositions within and across paragraphs, and comprehension of the discourse structure of more complex and abstract texts.	7 paragraphs forming a long text. Select the most appropriate heading for each paragraph from a bank of 8 options.
3	Text-level comprehension of a shorter text	5		Text-level comprehension and cohesion (careful global reading)	Selecting the correct options to complete a cloze text. There are 5 gaps and selecting the correct option can only be deduced from a global understanding of the whole text.	5 gaps and 3 MCQ options for each. Select the correct option to fill in the gap.
4	Text-level comprehension across two texts	6	C1	Text-level comprehension across two texts (global reading, both careful and expeditious)	Selecting the correct option to complete two thematically linked cloze texts. Selecting the correct option requires global understanding of both texts.	3 gaps in each text with 3 MCQ-options for each. Select the correct option to fill the gap.

Table 2: Overview of the structure of the Aptis Advanced Reading component

Table 3: Overview of the structure of the Aptis Advanced Listening component

Part	Skill focus	ltem/ Part	Lvi	Format	Task description	Response format		
1	Identifying specific factual information	5	B1	Monologues & Dialogues	Q&A about listening text. Listen to short monologues and conversations to identify propositions. The information targeted is concrete and of a factual/literal nature. Requires text-level comprehension and listening across sentences/ utterances in order to answer items correctly.	One 4-option multiple choice question. Distractors should have some overlap with information and ideas in the text. Target and distractors (where possible) are paraphrased.		
2	Meaning representation / inference	6	B2	Monologues & Dialogues	Q&A about listening text. Listen to monologues and conversations to identify a speaker's attitude, opinion or intention. The information targeted will require the integration of propositions across the input text to identify the correct answer.	Two 4-option multiple choice questions. Both target and distractors are (where possible) paraphrased, and distractors refer to important information and concepts in the text that are not possible answers to the question.		
3	Discourse construction, meaning representation and inference	6	C1	Dialogues	Q&A about listening text. Listen to a dialogue between two speakers and identify which opinions are expressed by which speaker(s). The information targeted will require the integration of abstract ideas and propositions across an extended stretch of interaction.	Identify who expresses each of the six given opinions: the male speaker, the female speaker, or both the male and female speaker.		
4	Discourse construction, meaning representation and inference	8		Monologues	Q&A about listening text. Listen to a monologue in which the speaker recounts a narrative containing four key elements. The information targeted will require the integration of information and propositions across an extended stretch of interaction.	Select the appropriate response from a bank of 3 MCQ options for each of the four key story elements.		

Part	Skill focus	Lvi	Task description	Channel of input / prompts	Time to plan	Time for response	Rating criteria
1	Describing, comparing and contrasting, providing reasons and explanations	B1	The candidate responds to 3 questions / prompts and is asked to describe, contrast and compare two photographs on a topic familiar to B1 candidates. The candidate gives opinions and provides reasons and explanations.	 Questions presented in both written and oral form (pre-recorded). Questions presented in a sequence (e.g. Q2 is presented after the response to Q1). Two photographs showing different aspects of a topic are presented on screen. 	No	45 seconds to respond to each question	Separate task- based holistic scales are used for each task. Performance descriptors
2	Integrating ideas on an abstract topic into a long turn. Giving and justifying opinions, advantages and disadvantages	B2	The candidate plans a longer turn integrating responses to a set of 3 questions related to a more abstract topic. After planning their response, the candidate speaks for two minutes to present a coherent, continuous, long turn.	 Three questions are presented simultaneously in both written and oral form (pre-recorded). Questions remain on screen throughout the task. One photograph illustrating an element of the topic mentioned in the prompts. The photo is not referred to in the questions. 	1 minute	2 minutes for the entire response, integrating the 3 questions into a single long turn	describe the expected performance at each score band. The following aspects of performance are addressed: 1) grammatical
3	Integrating ideas regarding an abstract topic into a long turn. Giving opinions, justifying opinions, giving advantages and disadvantages.	C1	The candidate plans a long turn formulating a balanced argument on a topic based on input of for/against bullet points. The candidate speaks for two minutes to present his/her long turn. A subsequent follow-up statement related to the topic is presented to the candidate once the long term has been completed. The candidate is invited to comment on the statement and has 45 seconds for their response, for which there is no preparation time.	Written and aural input (no visuals). The title of the topic is shown on screen above two tables of three 'for' and three 'against' bullet points. The follow up statement (pre-recorded) and prompt appear on screen once the long term has been completed.	1 response of 90 seconds 1 response of 45 seconds	1 minute to prepare for first response, immediate response following second prompt	range and accuracy 2) lexical range and accuracy 3) pronunciation 4) fluency 5) cohesion and coherence.

Table 4: Overview of the structure of the Aptis Advanced Speaking component

Part	Skill focus	Lvl	Task description	Channel of input / prompts	Expected output	Rating criteria
1	Interactive writing. Responding to a series of written questions with short paragraph- level responses.	B1	The candidate responds interactively to 3 separate questions. Each response requires a short paragraph-level response. The questions are presented as if the candidate is writing on an internet forum or social network site.	30–40 words in response to each question	Separate task- based holistic scales are used for each task. Performance	
2	Integrated writing task requiring longer paragraph level writing in response to an email and some notes provided. Appropriate use of register.	B2	The candidate writes an e-mail in response to the task prompt which contains an e-mail from an unknown reader connected to the information in the prompt (management, customer services, etc.) and notes made by the e-mail writer. The candidate will be required to expand these notes into complete sentences framed in an appropriate formal register.	A transactional e-mail message is presented as the starting point. This e- mail is written in a formal impersonal register. The e-mail contains three distinct points of information. The notes that accompany the e-mail are written as bullet points and/or in note form in an informal register. There are three separate notes – one for each distinct point of information in the e-mail. Number annotations indicate which notes apply to which pieces of information. The notes appear in the same sequence as the information in the e-mail.	120-150 words	descriptors describe the expected performance at each score band. The following aspects of performance are addressed (not all aspects are assessed for each task): 1) task completion 2) grammatical
3	Integrated writing task requiring longer paragraph level writing in response to notes provided on a given subject. Appropriate use of register for intended audience.	C1 The candidate writes an informational text for an online publication on a topic of general interest.		The candidate is presented with some notes in bullet point format on the topic and a simple grid (three rows, three columns) containing additional information in numerical form. The information in the bullet point notes should focus on abstract concepts. The information in the table should focus on concrete information and should be such that it allows for contrast and comparison and interpretation.	180-220 words	 range and accuracy 3) lexical range and accuracy 4) cohesion and coherence 5) punctuation and spelling.

Table 5: Overview of the structure of the Aptis Advanced Writing component

3. References

Council of Europe. (2001). Common European Framework of Reference for Languages.

Cambridge: Cambridge University Press.

Dunn, K. (2020). Aptis scoring system. *Aptis technical report* (TR/2020/002). London: British Council. Retrieved from https://www.britishcouncil.org/exam/aptis/research/publications/technical

O'Sullivan, B., Dunlea, J., Spiby, R., Westbrook, C., & Dunn, K. (2020). Aptis General Technical Manual: Version 2.2. *Aptis technical report* (TR/2020/001). London: British Council. Retrieved from https://www.britishcouncil.org/exam/aptis/research/publications/technical

Appendix A: How to read Aptis Advanced task specification tables and list of specification tables in Appendices B - F

Appendix B Grammar and Vocabulary component

- 1. Multiple choice sentence completion
- 2. Synonym
- 3. Meaning in context
- 4. Definition
- 5. Collocation

Appendix C Listening component

- 1. MCQ B1
- 2. MCQ B2
- 3. Opinions C1
- 4. MCQ C1

Appendix D Reading component

- 1. Identifying opinions
- 2. Matching headings to text
- 3. Reading cohesion and comprehension
- 4. Reading comprehension across texts

Appendix E Speaking component

- 1. Speaking Task 1
- 2. Speaking Task 2
- 3. Speaking Task 3

Appendix F Writing component

- 1. Writing Task 1
- 2. Writing Task 2
- 3. Writing Task 3

Task: Multiple choice sentence completion

Test	Apt	is	C	Componen	t	Gramm	ar	Task			ultiple choice ence completion			
	1			Fea	tures o	f the Tas	(
Skill focu	IS	Syntax a	and word	d usage										
Task leve	el (CEFR)	A1	A2		B1		B2		C1		C	2		
Task des	cription			etion. Select	t the bes	st word(s)	to comp	olete a se	ntence bas	sed on	syntact	ic		
Further ta	ask focus on	appropriacy. Each item will target a grammatical exponent from a specific level (A1–B2). A sentence (referred to as the stem) will be used to contextualise the targeted exponent. All elements of the stem and options will be constructed according to the categories specified in Features of the Input Text and Features of the Response (see below for details).								nd				
Instructio candidate		Presently no direct instructions. It is suggested that we add a generic rubric at the beginning of the Grammar part (not necessary to repeat for each item): There are 25 items in this section. For each item, choose the best word or words to complete the sentence.												
Response		3-option												
Items per		Gramma	ar)	one gap to fil			-					for		
Time give	en for part	25 minu	tes for th	ne entire gra	mmar a	nd vocabi	lary tes	t. Individi	ual tasks ar	re not i	timed.			
Cognitive Goal sett	e processing ing			ading: local specifics)					ng: local ng sentend	ce)				
		Expedit	ious rea	ading: globa		etail)	Care	ful readi	ng: global main idea(s		rall text	(s))		
Cognitive	e processing	Word re				sanj	(0011	Prononu		5,000		5//		
Levels of		Lexical												
			ic parsi											
				opositional	meanii	ng (cl./ser	n <mark>t. level)</mark>							
		Inferen		(
				tal model	ontotio	m (diaa a								
				level repres ertextual re										
		Creating	y an inte				,							
						ne Input 1		_						
Word cou				um of 8 word	ds. A2–I	B2 items r	naximur	<u>n of 15 w</u>	ords.		0	<i>c</i> .		
(A1–B2)	knowledge	General									Spec	tic		
	specificity	Neutral									Spec	fic		
	information A1	Only co	oncrete	Most	tly conci	rete		Fairly ab	stract		Mainh	/ abs	tract	
	information A2	Only co			tly conci			Fairly ab			Mainh			
Nature of	information B1	Only co		Most	ly conci	rete		Fairly ab			Mainl	/ abs	tract	
	information B2	Only co			tly conci			Fairly ab	stract		Mainly	/ abs	tract	
Presentat			Verb			Non-ver					Both		r	
	evel A1 target	K1	K2	K3	K4	K5	K6	K7	K8	K9		10		
	evel A2 target	K1	K2	K3	K4	K5	K6	K7	K8	K9		10		
	evel B1 target evel B2 target	K1 K1	K2 K2	K3 K3	K4 K4	K5 K5	K6 K6	K7 K7	K8 K8	K9 K9		<u>10</u> 10		
Lexical le				sed in the st									matical	
further cr		exponer	nt. For A	1 and A2 gra ary in the ste	ammatic	al targets	, words i	in the ste	m come fro	om K1	for B1	gram	matical	
Grammat	ical level	be from gramma	levels be ar of the s	the stem se elow that of surrounding on Adhering	the targe stem sh	eted expo nould be A	nent. Fo 1 expon	or A1 and	A2 gramm	atical	targets,	the		
Торіс		U		bic list appro				<u>ə</u> l						
Function	S			e list of funct		0			روا					
Genre	-			sentences, it						er the	Senton	<u>. es e</u>	should	
Come		be plaus	sible extr	acts from the General. So	e range	of texts li	kely to b	e encour	ntered by ca	andida	ites in tl	ne TL	U	
						ne Respo			¥					
Target		Length	1_3		exical	_		level for	the stem se	entenc	e			
Target	tical level)	Targets tasks, cl	will be c hoose gr	hosen from rammatical e d as targets	the list o	of gramma ts from th	atical exp e B2 exp	oonents f	or the targe t). Note tha	eted le at som	vel (e.g e expor	ents	are	
Distracto	rs	Length	1–3	words	exical	Sam	e as the	level for	the stem se	entenc	е			
Key infor	mation		entence		oss sent				paragraphs					
Extra crit	eria			s must be pla tion without										
			at an up	aon without	- CICICIII		actin bas	see on sp				טויקיי	iogy.	

Presentation	Written	Aural
--------------	---------	-------

tions/Graphs	
--------------	--

Task: Synonym

Test	Aptis	Con	nponent	Vocabu	ary	Task		Synonym		
			Feature	s of the Tasl	(
Skill focus	Vocabulary knowledge (breadth). Matching words with the same or similar meanings.									
Task level (CEFR)	A1	A2	В	1	B2		C1	C2		
Task description	Word matching. Match two words which have the same or very similar meanings. For each of 5 target words, select the best match from a bank of 10 options.									
Instructions to candidates		Select a word from the list that has the same or a very similar meaning to the word on the left. (This is slightly different to present rubric).								
Response format	10 options	Matching from a bank of options. For 5 target words, select the best match for each from a bank of 10 options.								
Items per task	5		_							
Time given for part	25 minute	s for the entire (Grammar and	d Vocabulary	test (all	tasks). Indi	vidual tas	sks are not timed.		
Cognitive processing		ous reading: loo rch for specifics				ful reading erstanding		ce)		
Goal setting	(skim for	bus reading: glo gist/search for k	ail)	Careful reading: global (comprehend main idea(s)/overall text(s))						
Cognitive	Word recognition									
processing Levels of reading	Lexical a									
Levels of reading	Syntactic	parsing	al magning	(al /aant lav						
	Inferenci		iai meaning	(CL/Sent. lev	ei)					
		a mental mode								
		a text level rep		(disc. structu	re)					
		an intertextual								
			Features o	of the Respo	nse					
Target	Length	1	Lexical	K1	Part of	speech	Nouns,	verbs, adjectives		
Distractors	Length	1	Lexical	K1	Part of	speech	Nouns,	verbs, adjectives		
Key information	Within sentence Across sentences Across paragraphs									
Extra criteria	 All 5 targeted words and all of the bank of options must be the same part of speech. All targeted synonym pairs will be generated from a finite list of synonym pairs. The 5 distractors will be selected from the same K1 level and part of speech as the 5 targeted words. 									
Presentation	Written		Aural			rations/Grap				

Task: Meaning in context

Test	Aptis		Comp	onent	Vocal	oulary	Task	Mea	ining ii	n Context		
				Feature	s of the T	ask						
Skill focus	Vocabula	ry knowle	dge (bre	adth). Und	erstanding	, meaning	from cont	ext.				
Task level (CEFR)	A1	A	2	B	1	B2		C1		C2		
Task description	option from	m a bank lexical ch	of 10 to bice for t	complete e he context	each sente	ence. The	correct wo	ord will be	the mo	text), select st appropria	ite and	
Further task focus information Instructions to	answer ar plausible	nd provide alternative	e enough es).	context fo	or a compe	tent spea	ker to pred	informatio	on to see prrect ar	cure the cor iswer (or a i	rect ange of	
candidates	-	Complete each sentence using a word from the drop-down list. Matching. Select the best option for each target sentence from a bank of 10.										
Response format		Select th	e best o	ption for ea	ach target	sentence	from a bai	nk of 10.				
Items per task Time given for part	5 25 minute	s for the	ontiro Gr	ammar an	d Vocabul	any tost (a	ll tacke) li	adividual	tacke ar	o not timed		
Cognitive processing	Expeditio	25 minutes for the entire Grammar and Vocabulary test (all tasks). Individual tasks are not timed. Expeditious reading: local (scan/search for specifics) Careful reading: local (understanding sentence)										
Goal setting	Expeditio	ous readi	ng: glob	al			eful readi					
			h for key	ideas/deta	ail)	(cor	mprehend	main idea	a(s)/ove	rall text(s))		
Cognitive processing Levels of reading	Lexical a	Vord recognition exical access yntactic parsing										
_		Establishing propositional meaning (cl./sent. level)										
	Building	nferencing Building a mental model										
		Creating a text level representation (disc. structure) Creating an intertextual representation (multi-text)										
	j			-	,							
Features of the Input Text Word count Maximum 15												
Content	General	Maximum 15 General Specific Specific										
knowledge												
Cultural specificity	Neutral									Specific		
Nature of information	Only c	oncrete		Mostly c	oncrete		Fairly ab	stract		Mainly ab	stract	
Presentation		Writt	en			Aural			Illust	rations/grap	ohs	
Lexical level A2	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10		
Lexical level B1	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10		
Lexical level: Further criteria	`			g to Lexica					- 1)			
Grammatical level A2 Grammatical level			•	(See Guid		-			,			
B1 Topic				ents (See (minducdi				
Text genre					-			OWEVOr +	ha cont	ences shou	ld be	
Text genne	plausible	extracts f	om the r		xts likely t	be enco	untered by	candida		e TLU doma		
				Features o	of the Res	ponse						
Target A2	Length	1		Lexical	K2	Part o	of speech	Nour	ns, verb	s, adjective	S	
Distractors A2	Length	1		Lexical	K2	Part o	of speech	Nour	ns, verb	s, adjective	5	
Target B1	Length	1		Lexical	K3	Part o	of speech	Nour	ns, verb	s, adjective	S	
Distractors B1	Length	1		Lexical	K3	Part o	of speech	Nour	ns, verb	s, adjective	S	
Key information	Within ser	ntence		Across s	sentences		Across	paragrap	hs			
Extra criteria	2) The dis	stractors s ance can	hould be be in ter		o the targe	ets. Each	distractor	should be		nt to 1 targe alising sent		
Presentation	Written			Aural		Illus	strations/G	iraphs				

Task: Definition

Test	Aptis	C	Component	Vocabu	ary	Task	Defin	ition				
			Feature	s of the Tas	(
Skill focus	Vocabula	ry knowledge	e (breadth). Mate	ching words t	o their de	efinitions.						
Task level (CEFR)	A1	A2	B	-	B2		C1	C2				
Task description								lies to from a bank of 10.				
-	Ĵ		•									
Further task focus information	activity op	pen to Basic	Users at A1/A2.	From B1, lea	rners be	come more ir	depend	e restricted field of lent, and an important the target language.				
Instructions to candidates								om the drop-down menu.				
Response format	Matching	. Select the a	appropriate word	from a bank	of 10 op	tions for each	of 5 de	finitions.				
Items per task	5											
Time given for part	25 minute	es for the enti	ire Grammar an	d Vocabulary	test (all	tasks). Individ	lual tasł	ks are not timed.				
Cognitive processing		Expeditious reading: local Careful reading: local careful reading: local careful reading: local careful reading careful readin										
Goal setting	(skim for	xpeditious reading: global Careful reading: global .kim for gist/search for key ideas/detail) (comprehend main idea(s)/overall text(s))										
Cognitive		cognition										
processing Levels of reading	Lexical a	ccess c parsing										
Levels of reduing			itional meaning	(cl/sent_lev	el)							
	Inferenci											
	Building	a mental mo										
			representation									
	Creating	an intertext	ual representat	ion (multi-te)	ct)							
		Features of	the Input Text	(contextualis	sing ste	m sentence)						
Word count	Maximum	n of 15 words	6									
Content knowledge	General							Specific				
Cultural specificity	Neutral							Specific				
Nature of information	Only cond	crete	Mostly concre	te	Fairly	abstract		Mainly abstract				
Presentation		Written			Aural			Illustrations/graphs				
Lexical level	K1		K3 K4	K5	K6	K7 K	8	K9 K10				
Lexical level: Further criteria	(See Guid	delines on Ac	dhering to Lexica	I Level for m	ore infori	mation).						
Grammatical level	A1_A2 G	rammatical e	exponents (See (Suidelines on	Adherin	a to Gramma	tical L A					
Topic			appropriate topi		Adrictin	g to Olamina		vei).				
Text genre	Dictionary											
Extra criteria		,	taken from one o	of the approp	iate lear	ner dictionarie	es in the	e resources section.				
				of the Respo								
Targets	Length	1	Lexical	K3	Part of	speech	Noun	verb, adjective, adverb				
Distractors	Length	1	Lexical	K3	Part of	•		verb, adjective, adverb				
Key information	Within se	-		entences		Across para						
Extra criteria	2) Each d	listractor sho	hould not be from	the same so		exical fields.		eing ruled out by				
		the definition. Written Aural Illustrations/Graphs										

Task: Collocation

Test	Aptis	Component	Vocabular	y Task	Collocation							
		Featu	res of the Task									
Skill focus		owledge (depth). For v										
Task level (CEFR)	how those lexic	cal items operate in co	ontext and what o	ther lexical iter	ms will likely be use	ed with them.						
Task description		g. For a list of 5 target	2.		÷.	-						
Task description		t of 10 options. The co										
Further task focus information	of the general r that is required	ts depth of vocabulary meaning or semantic I to correctly complete depth of the test-take	field, but in-depth the task. A vocal	knowledge ab	bout how the word is evant to the level is	s used in context being targeted to						
Instructions to candidates	Select a word f	from the list that is mo	st often used with	n the word on t	he left.							
Response format	Matching. For	atching. For each of 5 target words, select the best option from a bank of 10.										
Items per task	5											
Time given for part	25 minutes for	the entire reading tes	t (all tasks). Indivi	dual tasks are	not timed.							
Cognitive processing	Expeditious re (scan/search fo			Careful readi (understandi	ing: local ing sentence)							
Goal setting		eading: global		Careful read								
O a sure i ti i a s		earch for key ideas/de	etail)	(comprehend	main idea(s)/overa	ll text(s))						
Cognitive processing	Word recognit											
Levels of reading	Syntactic pars											
J		propositional meanir	ng (cl./sent. level)									
	Inferencing											
	Building a me											
		t level representatio)								
	Creating an in	tertextual represent	ation (multi-text)									
		Features	of the Response	e								
Target	Length 1	Lexical	K4–K5 Par	t of speech	Nouns, verbs, ac	ljectives, adverbs						
Determining		BYU–BNC resource f										
collocation		collocations should have			r.							
appropriacy		collocations should ha			of 0 (zero) or 1 (on	o)						
Distractors	Length 1			t of speech		ljectives, adverbs						
Key information	Within sentenc				paragraphs							
Extra criteria		ord selected to colloca				ng the target) will						
	be from a lexic	al level below the targ	jet (i.e. if the targe	eted word on th	he left is K5, the wo	ord to selected						
	from the bank of	of options would be K	4 or lower).									
		for determining colloc										
		c phrases and sayings le is associated with th										
		ch to creating sets of t										
		ould all come from dif										
	a one-on-one r	elationship).				0						
		expert quality review v										
		avoid two possible answers. The collocation search noted above will not take into account cases when two words treated as not a possible pair by the frequency count, may actually collocate with intervening										
		ccurring in between th										
	reviewers to ch					and quality						
		IECK.										

Task: MCQ B1

Test Apt	is Advanced	Cor	nponent	Lis	stening			Task			MCQ E	31
			Featur	es of the	Task							
Skill focus	Identifying factual ir	ofrmatic	n									
Task Level (CEFR)	A1	A2	2	B1		B2		0	21		C2	
Task description	Q&A about listening	g text. Lis	sten to short	monologu	es and	conversa	ations t	o identify	factua	l informa	ation.	
Instructions to	The rubric will alwa	vs conta	in two parts:	1) a short	contex	tualizatio	n: <i>liste</i>	n to the r	nuseun	n quide.	listen to	the man
candidates	and woman plannin	ig a mee	ting; 2) The s	second pa	rt of the	e rubric n	nay be	either a s	hort qu	uestion (
	special about the p		or a short ins	truction: I				ting will b	e held)		
Response format	4-option multiple ch					ltems pe			1			
Time given for part	50 minutes for the e	entire Lis	tening test (a	all tasks).	Individu	ial tasks	are not	timed.				
Kind of information targeted	Lexical Recognition	on				Factual	inforn	nation				
	Interpretative mea	Interpretative meaning at the utterance Meaning at discourse level										
Cognitive processing	Input decoding											
Levels of listening	Lexical search	Lexical search										
	Syntactic parsing	Syntactic parsing										
	Meaning construction (establishing propositional meaning/inferencing in Reading)											
	Discourse constru	iction (b	ouilding a mo	ental mod	lel / cre	eating a	text lev	/el repre	sentati	ion in R	eading)	
Features of the Input Text												
Length	25 -35 seconds	Svi	Features lables	of the In 115 -		t ed	35	- 4.0 sylla	hles n	ar secor	nd (annro	vimate)
Length	23-33 Seconds	Syl	liables	123	sh	eu	3.5 -	- 4.0 Sylla	nies he	el secul	iu (appio	ximate)
Accent	Native speaker of English.											
Domain	Public		Occup	ational			Educa	itional			Person	al
Discourse mode	Descriptive		Narrative		Expos	itory		Argume	ntative	l	Instructive	Э
Pattern	Monologue	Monologue Dialogue										
Content knowledge	General									Specif		
Cultural specificity	Neutral									Specif		
Nature of information	Only concrete		Mostly	concrete	ural		Fairly a	bstract	llustrot		lainly abs	stract
Presentation Lexical Level	Writte	K3	K4	K5	ural k	6	K7	K8		tions / g K9	K10	
Lexical Level: further	The cumulative cov											the K3
criteria	level. (See Guidelin											
Grammatical level	A1-	B1 Gran	nmatical exp	onents (S	ee Guic	lelines or	n Adhe	ring to Gr	ammat	tical Lev	/el)	
Торіс	From topic list for B	1.										
Text genre	Monologues: Reco				ruction	s, lecture	es/pres	entations	, public	annou	ncements	s, weather
	forecasts, news pro								lanal		مصحام ماما	
	Dialogues: interper conversation betwe			·					,			ains, e.g.
Relationship of	Monologues: The s								Jung	1.5 0000	n Study/	
participants	Dialogues: particip								cher/stu	udent) d	or unkno	wn (sales
	assistant/customer,	public a					_					
			Features	of the Re	spons	e						
Stem	Length	10 (r woi		exical	К	1-K2	G	rammar		A1-A	A2 expon	ents
Presentation	Written			Aural				s/Graphs				
Options	Length	1-8 wor		Lexical	K	1-K2	-	rammar		A1-A	A2 expon	ents
Presentation	Written		Aural			Illustrati	ons/Gr	aphs				
Key information	Within sentence		Across :	sentences			Across	paragra	ohs			
Extra criteria	1) The targeted info	rmation	will be parap	hrased w	here ap	propriate	/possit	ole.				
	2) The distractors w	/ill be us	ed in the inpu	ut text and	I where	appropri	ate/pos	ssible will				
	3) The targeted info											
	pieces of information								ks betw	veen info	ormation	will utilise
	4) If the instructions								he rub	ric cont	ains an in	struction
	(e.g. find out where											
			er features o					·		ć		
Other	1) For dialogues, th	a speak	ers will elwey	s ha 1 m	ale and	1 female						
Other	2) 3 second pause							eains				
								- 3.1101				

Test	Aptis Adva	inced	Cor	nponent	Listen	ing	Tas	k	MCQ B2			
Features	of the Task											
Skill focus		Discourse cons	struction.	meaning r	epresenta	tion an	d inference	in abstract tex	xts			
Task Leve		A1	A2	J	B1		B2	C1	C2			
task desc						ntifv tw			are expressed by the			
	nption		nformatic	on targeted					is and propositions across			
Further ta information		and is designed	d to mea	sure test ta	kers' abili	y to pa	articipate in	these aspects	ational/public domains of the TLU domain.			
Instructio candidate		Example: Liste questions belo		oman talkin	g on the ra	adio al	oout New Ye	ear's resolution	ns and answer the			
Response	e format	Two subseque question.	wo subsequent questions with 3 MCQ options for each ltems per 2 uestion. 2									
Time give	n for part	50 minutes for	the entir	e Listening	test (all ta	sks). I	ndividual tas	sks are not tim	ned.			
Kind of information	on	Lexical Recog	nition				Factual in	formation				
targeted		Interpretative	meaning	g at the utt	erance		Meaning	at discourse	level			
Cognitive processin		Input decodin		<u> </u>								
Levels of		Lexical search										
			yntactic parsing									
		Meaning cons	truction	(establish	ing propo	osition	al meaning	<mark>/inferencing)</mark>				
		Discourse cor	Discourse construction (building a mental model / creating a text level representation)									
Factures	of the lunut			•	<u> </u>			-	• •			
Length	of the Input	80-100	Syllabl	06	360-450	sn	eed	45-50 syllat	oles per second			
Length		seconds	Synabi	63	300-430	sp		(approximate)	bies per second			
Accent			Native speakers of English.									
Domain		Public										
Discourse	e mode	Descriptive		Narrative		Expo	sitory	Argumenta				
Pattern		Monologue					Dialogue					
Content		General					U		Specific			
knowledg												
Cultural s	pecificity	Neutral							Specific			
Nature of		Only concrete		Mostly con	crete		Fairly abst	ract	Mainly abstract			
informatio	-	\A/ritters			Armel			Illustra	tione / graphe			
Presentat	-	Written K1 K2	K3		Aural K5	K6	K7		ations / graphs K9 K10			
Lexical Le				K4					K9 K10 % of words should be			
further cri		beyond the K5										
Grammati		A1-B2 Gramma										
Topic		From topic list				103 011	/ anoning to	Grannatical				
Text genre	e	Monologues: le	ectures,		ches, shoi	t featu	ires on broa	dcast media,	reviews on TV and radio,			
Relations	hin of	presentations i			audionco	(aitha	r directly or	remotely three	igh broadcast media). The			
participan		speaker may o							ign broadcast media). The			
	of the Resp					ur u						
Stem	or the Resp		12 100	ds max I	Lexical	K1-	KA I	Grammar	A1-B1 exponents			
Presentat	ion	Length Written		Aural	Leviedi		Illustration:					
Options			1-10		Lexical	K1-		•	A1-B1 exponente			
Presentat	ion	Length Written	1-10 w	Aural	Lexical		N4 Illustration:		A1-B1 exponents			
Key inform		Within sentenc	0		s sentenc	00						
-								oss paragraph	10			
Extra crite	eria	 At least one maximum of or the context. The targeted required to iden 	 The targeted information will be implied (not stated) by the speaker. At least one distractor per question will be referenced in the input text and will be paraphrased. A maximum of one distractor need not be referenced in the text but must act as a plausible option given the context. The targeted information should not be contained within a single sentence. The listener will be required to identify the targeted information across more than one sentence. The opinions will be phrased as complete stand-alone sentences. 									
Other feat	tures of the	recording and	task									
Other		N/A										
		1 1// 1										

Test Aptis Adv	anced	Con	nponent	Listen	ing		Task			Opinions C1		
Features of the Task												
Skill focus	Discourse constr	uction,	meaning r	epresenta	tion an	d infere	nce in abs	stract tex	kts			
Task Level (CEFR)	A1	A2		B1		B2		C1		C2		
Task description	The candidate lis by which speake propositions acro	r(s). Th oss an e	e informatiextended s	ion targete tretch of ir	d will i teracti	require tl ion.	he integra	ation of a	abstra	ct ideas and		
Further task focus information	The candidate list the options, which				Before	listening	, the can	didate ha	as 20	seconds to revi	ew	
Instructions to candidates	which opinion, th to read the opini	isten to two people discussing a social issue. Read the opinions below and decide who expresses which opinion, the man, the woman, or both the man and the woman. You now have twenty seconds to read the opinions below. The opinions may not appear in the same order in the discussion. You will the ar the discussion only once. Now listen to the discussion.										
Response format	female speaker,	lentify who expresses each of the six given opinions: the male speaker, theItems per task6 taskemale speaker, or both the male and female speaker.6										
Time given for part	50 minutes for th		e Listening	test (all ta	sks). li	ndividua	I tasks ar	e not tim	ied.			
Kind of information	Lexical Recogn	ition				Factua	al inform	ation				
targeted	Interpretative m	eaning	g at the utt	erance		Meani	ng at dis	course	level			
Cognitive processing	Input decoding											
Levels of listening	Lexical search											
	Syntactic parsi	-										
	Meaning constr	Meaning construction (establishing propositional meaning/inferencing)										
	Discourse construction (building a mental model / creating a text level representation)											
Features of the Inpu	t Text											
Length	110 – 130	Syllab	bles	562-	sp	eed			es pe	r second		
Accent		secs 575 (approximate) Native speakers of English.										
Domain	Public		Occupation	al		Educat	ional			Personal		
Discourse mode	Descriptive		Narrative		Expo	sitory		gumenta	tive	Instructive		
Pattern	Monologue			-		Dialog		<u>, </u>				
Content	General									Specific		
knowledge												
Cultural specificity	Neutral					- · ·				Specific		
Nature of information	Only concrete	r	Mostly con	crete		Fairly a	bstract			Mainly abstra	CT	
Presentation	Written			Aural				Illustra	ations	/ graphs		
Lexical Level	K1 K2	K3	K4	K5	K6	K	7 K		K9	K10		
Lexical Level:	The cumulative of	overag	e should re	each 95%	- 100%	6 at the	K5 level.	No more	than	5% of words sh	nould	
further criteria	be beyond the K											
Grammatical level	A1-B2 Grammat		onents (Se	e Guidelii	nes on	Adherin	g to Gran	nmatical	Leve)		
Topic	From topic list fo	r C1.										
Text genre Relationship of	Dialogue. The two speaker		accing onir	nione will k	0 244	receipe	an audior	nca throu	iah hi	oadcast modio	Tho	
participants	speakers do not								agir bi	Jaucast meuld		
Features of the Resp							<u> </u>					
Options	Length	4-8 w	ords I	Lexical	K1-	K5	Gramm	ar	A1-B2	2 exponents		
Presentation	Written		Aural				ions/Grap	ohs				
Key information	Within sentence		Acros	s sentenc	es		Across pa	aragraph	IS			
Extra criteria	 Six opinions will be expressed in the dialogue. The opinions will be expressed by either the male speaker only, or the female speaker only, and by both the male and female speaker. The opinions will be paraphrased. The targeted information should not be contained within a single sentence. The listener will be required to identify the targeted information across more than one sentence. 											
Other features of the	e recording and ta	sk										
Other	1) A 30 second p		s inserted a	after the se	cond I	rubric to	allow car	didate ti	ime to	read 6 opinion	s.	
	,						11					

Test	Aptis Advanced	C	omponent	Lis	tening		Task		MCQ C1			
			Feature	es of the	Task							
Skill focus	Discourse c	onstruction	, meaning rep	presentat	ion and infe	rence in	abstract tex	ts				
Task Level (CE		A2		31	B2		C1		C2			
Task descripti		te listens t	o a monologu	e in whic	h the speak	er recou	nts a narrati	ve, wł	nich contains fo	our		
	key element across an ex	s. The info	rmation targe	ted will re ction.	equire the in	tegratior	n of informat	ion an	d propositions			
Further task for information	MCQ option	s to choose	e from. Detail	s of the r	arrative are	not give	n in sequen	tial or				
Instructions t candidates	of the story	ample; Listen to a man talking to a friend. Then choose one option for each of the four key elements the story in the table below. You will hear the recording only once.										
Response forn	key story ele	andidate selects appropriate response from 3 option MCQ for each of the four task 4 by story elements.										
Time given for Kind of) minutes for the entire Listening test (all tasks). Individual tasks are not timed.										
information		-										
targeted Cognitive	Interpretation Input decod		g at the utte	ance		ning at	discourse le	evel				
processing Levels of listen	ing Lexical sea	rch										
	Syntactic p	arsing										
		eaning construction (establishing propositional meaning/inferencing)										
	Discourse construction (building a mental model / creating a text level representation)											
			Features	of the In	put Text							
Length	75 - 85 secs	Sy	/llables	375- 383	speed		5 – 5.0 syllat oproximate)	oles pe	er second			
Accent		ative speakers of English.										
Domain	Publi	с	Occup	ational		Edu	cational		Persona			
Discourse mo			Narrative		Expository		Argumentat	tive	Instructive			
Pattern	Monologue			<u> </u>	Dial	ogue			0			
Content	General								Specific			
knowledge Cultural specifi	city Neutral								Specific			
Nature of	Only con	crete	Mostly	concrete		Fairly	abstract		Mainly abst	ract		
information		ciele	Wostly			гану	abstract		Mainly abst	iaci		
Presentation		Written			Aural		1	llustra	tions / graphs			
Lexical Leve		(2 K	3 K4	K5	K6	K7	K8	K9	K10			
Lexical Level further criteri			ge should rea I. (See Guide						5% of words sh rmation).	nould		
Grammatical le			matical expor									
Торіс	From topic l	st for B2/C	;1.	```			-		·			
Text genre	Monologue.											
Relationship participants		is addres	sing an unide	ntified thi	rd party and	may or	may not be	knowr	n to the speake	er.		
			Features	of the Re	esponse							
Options	Length	2-5 w		exical	K1-K10) G	rammar	A	1-B2 exponent	S		
Presentation			Aural			rations/C						
Key information	on Within sente	nce	Across	sentence			s paragraph	s				
Extra criteria	2) The key s 3) The MCC 4) The targe	 Four key elements will be included in the narrative. The key story elements will be paraphrased. The MCQ options will be presented in a table/grid format. The targeted information should not be contained within a single sentence. The listener will be required to identify the targeted information across more than one sentence. 										
			er features of									
Other	1) The cond						the recording					
Other	i) the cand	iuale WIII S	ee the options		en anu Will (лпу пеа		ng Uni	.ס.			

Task: Identifying opinions

Test Apt	is Advanced	Componer	nt Readii	ng T	ask	Identifying opinions					
			tures of the Tas								
Skill focus			-	<u> </u>	1	d the main ideas.					
Task Level (CEFR)	A1	A2	B1	B2	C1	C2					
task description	opinions on diff	ferent topics, e.g.	, travel, the enviro	onment, jobs	and work etc.	ation about 4 people's Each paragraph centres d say certain statements.					
Further task focus information	Each paragrap and contextual	h is one person's setting.	opinion. The par	agraphs are	linked through	a common topic focus					
Instructions to candidates	The following is Four people we decide which p	he instructions will provide a context for the 4 paragraphs, the topic focus, and a final task instruction. he following is an example only (see the description of genre below for other possible contexts): our people were interviewed for City Magazine about travelling to work. Read the texts and then ecide which person could say each of the statements below. Choose one person for each statement.									
Response format		ople from the dro	p-down list.								
Items per task Time given for part	7 60 minutes for	the entire reading	test (all tasks). I	ndividual tas	sks are not time	ed.					
Cognitive processing	Expeditious re (scan/search fo	or specifics)			reading: local anding sente						
Goal setting		earch for key idea	as/detail)		reading: globa	al a(s)/overall text(s))					
Cognitive	Word recognit										
processing	Lexical acces										
Levels of reading	Syntactic pars			D)							
		propositional me	aning (cl./sent. le	evel)							
	Inferencing										
	Building a me										
		t level represent									
	Creating an in	Creating an intertextual representation (multi-text)									
		Featu	res of the Input	Fext							
Word count		ords. 95-105 word			Number of sentences	Not specified					
Avg sentence	13-15 (This is a	13-15 (This is an average figure. Individual sentences will span a range above and below the average)									
length Domain	Public		aunational		lugational	Dereenel					
	Descriptive					Personal ative Instructive					
Discourse mode Content	General	Narrat		ository	Argument	Specific					
knowledge	General					Specific					
Cultural specificity	Neutral					Specific					
Nature of	Only concre	ate Mos	tly concrete	Fair	ly abstract	Mainly abstract					
information	Only concre		ity concrete	1 an	Ty abstract						
Presentation	\ \	/erbal	Non-ve	bal (i.e. grap	ohs)	Both					
Lexical Level	K1 K2	K3 K		K6 K		K9 K10					
Lexical Level;		-				5% of words should be					
further criteria		level. (See Guide									
Grammatical level						ammatical Level)					
Readability			Flesch-kincaid			<i>i</i>					
Торіс	From topic list	for B1.									
Text genre			rmation on notic	eboards (e.	g. text describ	bing new employees in an					
Ŭ						es of relevant texts from the					
						eader be likely to see a text or test takers at B1 level?					
Writer/Reader relationship						ence, not a specific reader.					
		Featu	res of the Respo	nse							
Stem	Length Ma	aximum 8 words	Lexical	K1-K2	Grammar	A1-A2					
Stem format	-	ch stem is frame									
						אוטוג אמנכוווכוונ					
Presentation	Writter		Aural		tions/Graphs	N I A					
Options		2 words (names)	Lexical	NA	Grammar	NA					
Presentation	Written	Aural			ns/Graphs						
Key information	Within sentenc		oss sentences		ross paragrap						
Extra criteria	expressed acro		one participant.	he ideas an	d information	will be paraphrased and will be concrete and deal					
	with familiar CO	ncepts and lueas	I EIEVAIILIU DI IE	ver reamers.							

2) Information overlap across paragraphs should be used. For example, an idea could be mentioned in two paragraphs, but in one the main character could agree with it, in the other the main character
could disagree. 3) Of the four people quoted, three of them will express two targeted points of view.

Task: Matching headings to text

Test Apt	s Advanced		Component		Reading	T	ask	Matc	hing he	adings	to text	
Skill focus	Expeditiou level repre		eading of longe	res of th er text, int		propositio	ons acro	ss a lon	nger tex	t into a di	iscourse-	
Task Level (CEFR)	A1	A2		B1		B2		C1		C2		
Task description			o paragraphs		onger tex			-	gh a lon			
	consisting	of 8 parag	graphs (numbe g the best head	red 0-7, 1	the zero	paragraph	n being a	an exam	nple with	the hea		
Further task focus			d to elicit expec									
information		ognize the	domain for B2- e main idea an esentation.									
Instructions to candidates	drop-down	ead the passage quickly. Choose the best heading for each numbered paragraph (1-7) from the op-down box. There is one more heading than you need. The heading for paragraph 0 is given as										
Deene of a most	an exampl					+ 7		0				
Response format Items per task	7 (each he		o paragraphs i	n a longe	er text. Se	elect 7 nea	adings to	0 8 mic	ptions.			
Time given for part			ntire reading te	st (all tag	sks), Indi	vidual tas	ks are no	ot timed	1.			
Cognitive	Expeditio		0		,	Careful r						
processing	(scan/sear					(understa			ce)			
Goal setting	Expeditio					Careful r						
	(skim for g	ist/search	for key ideas/	detail)		(compreh			s)/overa	<mark>ll text(s))</mark>		
Cognitive	Word reco											
processing Levels of reading	Lexical ac											
Levels of reading	Syntactic Establishi		sitional mean	ing (cl./s	ont lovo	1)						
	Inferencin		Sitional mean			i)						
	Building a		model									
		Creating a text level representation (disc. structure)										
	Creating a	Creating an intertextual representation (multi-text)										
	Features of the Input Text											
Word count	700-750 words Number of sentences Not specified 18-20 (This is an average figure. Individual sentences will span a range above and below the average)											
Avg sentence length	18-20 (Thi	s is an av	erage ligure. Ir	aividuai	sentence	es will spa	n a rang	e above	e and be	elow the	average)	
Domain	P	ublic	Oc	cupationa	al	Edu	ucationa			Person	al	
Discourse mode	Descriptive	e	Narrative		Expos	itory	Argu	imentat		Instructi	ve	
Content	General								5	Specific		
knowledge Cultural specificity	Neutral									Specific		
Nature of		concrete	Mos	ly concre	ete	Fairl	y abstra	ct		ainly abs	stract	
information		501101010	wide			i an	yabolia			anny abe		
Presentation		Verba	1	N	on-verba	l (i.e. grap	hs)			Both		
Lexical Level	K1	K2	K3 K4	K5	K			(8	K9	K10		
Lexical Level; further criteria			erage should re								d be	
Grammatical level			. (See Guidelin Immatical expo									
Readability			le Level of 9-12									
Торіс	From topic											
Text genre	describing questions:	importan	apers, instructing to events, the build a reader be ant for Aptis Ge	ideas, o <i>likely to</i>	r mover see a tex	nents, etc at like this o). It sho Dutside t	ould be	possib	le to an	swer the	
Intended Writer/Reader relationship			ot specified. T					genera	al audiei	nce, not a	a specific	
			Features	of the F	Respons	е						
Targets	Length	4 to 8 wo			K1-K5		Gramm	atical	A1-B2	2		
Distractor	Length	4 to 8 wo	rds Lexi	cal	K1-K5		Gramm	atical	B1-B2	2		
Key information	Within sen			s senten			ross para					
Extra criteria	 All headings should avoid direct lexical overlap of key words in the paragraph they are intended to match. Some ideas/concepts or key words in a target heading should overlap with ideas and information in more than one paragraph, but only represent the main idea/macro-proposition of one targeted paragraph (this is an ideal, but will be difficult to maintain across all seven target headings). Priority must be given to ensuring there is only one possible correct (best) combination for each heading/paragraph. 											

	should be around 100 wo paragraphs, 7 target hea							
Presentation	Written Aural Illustrations/Graphs							

Task: Reading cohesion and comprehension

Test Aptis	s Advanced	Cor	nponent	Reading	9	Task		iding cohesio comprehensi			
			Feature	s of the Task				comprehensi	on		
Skill focus	Reading co	hesion and c	omprehensic	n.							
Task Level (CEFR)	A1	A2	B		B2		C1	C2			
Task description	provided. C understand	Candidates mu	ust select the ole text.	correct optio	n, which	can only b	be deduc	e MCQ options ed from a glob			
Further task focus information	argumentat are expecte beyond ind	ed to be able tividual senter	vant to the Tl to recognize ace level.	U domain fo the key ideas	B2-leve of the te	l candidat xt as they	es of Apt are expr	is General. Te essed across	the text,		
Instructions to candidates	right.			•		of the gap	s from the	e drop-down li	sts on the		
Response format Items per task		orrect MCQ o		list of three o	otions.						
Time given for part		for the entire	/	(all tasks). In	dividual t	asks are i	not timed				
Cognitive	Expeditiou	is reading: lo	cal	. ,	Carefu	I reading	: local				
processing	(scan/sear	ch for specific	s)			standing		e)			
Goal setting		is reading: g				I reading					
Cognitive	(skim for gi Word reco	st/search for l	key ideas/de		Compr	ehend ma	ain idea(s)/overall text(s	5))		
processing	Lexical ac										
Levels of reading	Syntactic										
		ng propositio	onal meanin	g (cl./sent. lev	/el)						
	Inferencing Building a	g mental mod	el								
				(disc. struct	ure)						
	Creating a	Creating a text level representation (disc. structure) Creating an intertextual representation (multi-text)									
			Features o	f the Input T	ext						
Word count	340 - 350 v			mber of sent		Not spec			,		
Avg sentence length	18-20 (This	s is an averag	e figure. Indi	vidual senten	ces will s	pan a ran	ge above	and below the	e average)		
Domain	Ρι	ıblic	Occu	pational	E	Education	al	Perso	onal		
Discourse mode	Descriptive		Narrative	Expo	sitory	Arg	umentati				
Content knowledge	General							Specific	;		
Cultural specificity	Neutral							Specific	;		
Nature of	Only c	oncrete	Mostly	concrete	Fa	airly abstr	act	Mainly a			
information Presentation		Verbal		Non-verb		anha)		Both			
Lexical Level	K1	K2 K3	K4				K8	K9 K10			
Lexical Level;						No more	than 5%	of words show			
further criteria		K5 level. (Se							1)		
Grammatical level Readability		caid Grade Le		ents (See Gui	delines of	n Adherin	g to Gran	nmatical Leve	1)		
Торіс	From topic										
Text genre	Magazines would a rea	, newspapers	to see a text	t like this outs	ide the te			ver the question where relevant to			
Intended Writer/Reader relationship	The relation reader.	nship is not sp	pecified. The	texts will typi	cally be w	vritten for	a genera	l audience, no	t a specific		
				f the Respor							
Targets		1-4 words	Lexica				matical	A1-B2			
Distractors Key information	Length Within sent	1-4 words	Lexica Across s	II K1-K5 sentences		Gram	matical ragraphs	B1-B2			
Extra criteria							agraphs				
	 Distractors should be of same/similar length to target. Distractors should be the same form/structure (i.e. noun phrase, relative clause) as the target. Gaps in the text should be spaced across the text and should not occur in consecutive sentences. The candidate's ability to identify the correct target word/phrase must depend on their being able to read across sentences or paragraphs. It should not be possible for a candidate to select the correct option from a knowledge of grammar or lexical collocation. 										
Presentation	Written		Aural			tions/Gra	ohs				

Task: Reading comprehension across texts

Test	Aptis	nsion across texts s Advanced	Component	Reading	Task	Rea	ding comprehension				
	-		-	res of the Task			across texts				
Skill fo	ocus	Reading across ex			ext in order to a	create an inte	egrated discourse				
		representation of th	ne macro-propos	itions across bo	th texts and th		ip between the texts.				
Task Leve		A1 A		B1	B2	C1	C2				
Task des	cription	Candidates read to	vo short texts on	the same topic.	Each text has	three gaps.	For each gap, three				
		from a global unde			the conect of	Suon, which o	can only be deduced				
Further ta	sk focus				is and will invo	olve textual ir	nference to draw on and				
inform	ation	understand the rela	ationships expres	ssed, sometimes	s implicitly betw	ween propos	sitions. All gaps require				
		reading across externations target					nswer. The texts and the				
							be remembered that the				
		task is aimed at C1									
	-	abstract texts on u									
Instructi candio		Example: Read the	e two newspaper	articles below a	about global wa	arming. The	articles were written by rop-down lists on the left.				
Canuic	Jales	You will need to re				is nom the u	rop-down lists on the left.				
Response	format	Selecting correct M									
Items per t		6 (each MCQ is on									
Time giver	-	60 minutes for the		st (all tasks). Inc			1.				
Cogn		Expeditious readi			Careful read						
proces Goal se		(scan/search for sp Expeditious readi			(understand						
	·····g	(skim for gist/searc		detail)			s)/overall text(s))				
Cogn		Word recognition		,		· · · ·					
proces		Lexical access									
Levels of	reading	Syntactic parsing Establishing prop		ing (cl./cont. low							
		Inferencing									
		Building a mental	Building a mental model								
			Creating a text level representation (disc. structure)								
		Creating an intert		•	•						
Word o	ount	225 250 wordo po		of the Input Te		posified					
		225 - 250 words per textNumber of sentencesNot specified15-25 (This is an average figure. Individual sentences will span a range above and below the average)									
Ava ser			verage figure. In	dividual sentend	es will span a		e and below the average)				
leng	ntence gth	15-25 (This is an a	verage figure. In	dividual sentend	es will span a	range above					
leng Dom	ntence gth ain	15-25 (This is an a Public	verage figure. In	dividual sentend	es will span a	range above	Personal				
leng Dom Discours	ntence gth ain se mode	15-25 (This is an a Public Descriptive	verage figure. In	dividual sentend	es will span a	range above	Personal ive Instructive				
leng Dom	ntence gth aain se mode tent	15-25 (This is an a Public	verage figure. In	dividual sentend	es will span a	range above	Personal				
leng Dom Discours Cont	ntence gth aain se mode tent edge	15-25 (This is an a Public Descriptive	verage figure. In Occ Narrative Note that whil	dividual sentend	ces will span a Educa sitory	range above tional Argumentat	Personal ive Instructive Specific d be assumed, at the C1				
leng Dom Discours Cont knowle	ntence gth aain se mode tent edge	15-25 (This is an a Public Descriptive General	Verage figure. In Occ Narrative Note that whil level readers	dividual sentend cupational Expo e no background are expected to	ces will span a Educa sitory	tional Argumentat	Personal ive Instructive Specific d be assumed, at the C1 mplex information on				
leng Dom Discours Cont knowle	ntence gth aain se mode tent edge	15-25 (This is an a Public Descriptive General	Verage figure. In Occ Narrative Note that whil level readers	dividual sentend cupational Expo e no background are expected to	ces will span a Educa sitory	tional Argumentat	Personal ive Instructive Specific d be assumed, at the C1				
leng Dom Discours Cont knowl Cultural sp Natur	ntence gth aain se mode tent edge pecificity	15-25 (This is an a Public Descriptive General	Verage figure. In Occ Narrative Note that whil level readers unfamiliar top text.	dividual sentend cupational Expo e no background are expected to	ces will span a Educa sitory	tional Argumentat vledge shoul nprehend col on provided	Personal ive Instructive Specific d be assumed, at the C1 mplex information on				
leng Dom Discours Cont knowl Cultural sp Cultural sp Natur inform	ntence gth lain se mode tent edge pecificity re of lation	15-25 (This is an a Public Descriptive General Neutral Only concrete	Verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most	dividual sentend cupational Expo e no background are expected to ics, including cu ly concrete	ces will span a Educa sitory d cultural know be able to con ltural informati Fairly al	range above tional Argumentat vledge shoul nprehend co on provided bstract	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract				
leng Dom Discours Cont knowl Cultural sp Cultural sp Natur inform Presen	ntence gth lain se mode tent edge pecificity re of lation tation	15-25 (This is an a Public Descriptive General Neutral Only concrete	verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most	dividual sentend cupational Expo e no background are expected to ics, including cu ly concrete Non-verb	ees will span a Educa sitory d cultural know be able to con ltural informati Fairly al al (i.e. graphs)	range above tional Argumentat vledge shoul nprehend co on provided bstract	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both				
leng Dom Discours Cont knowl Cultural sp Cultural sp Natur inform Presen Lexical	ntence gth aain se mode tent edge pecificity re of aation tation Level Level;	15-25 (This is an a Public Descriptive General Neutral Only concrete Verb K1 K2 The cumulative cov	verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re	dividual sentend	es will span a Educa sitory d cultural know be able to con ltural informati Fairly al al (i.e. graphs) 6 K7 K5-K6 level. N	range above tional Argumentat vledge shoul nprehend co. ion provided bstract i K8 lo more than	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be				
leng Dom Discours Cont knowl Cultural sp Cultural sp Cultural sp Natur inform Presen Lexical Lexical further of	ntence gth aain se mode tent edge pecificity re of aation tation Level Level; criteria	15-25 (This is an a Public Descriptive General Neutral Only concrete Verb K1 K2 The cumulative con beyond the K6 leve	verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re el. (See Guidelin	dividual sentend cupational Expo e no background are expected to ics, including cul ly concrete Non-verb K5 K ach 95% at the es on Adhering	es will span a Educa sitory d cultural know be able to con ltural informati Fairly al [i.e. graphs] 6 K7 K5-K6 level. N to Lexical Leve	tional Argumentat vledge shoul nprehend co. ion provided bstract bstract K8 lo more than el for more ir	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation).				
leng Dom Discours Cont knowl Cultural sp Cultural sp C	ntence gth aain ee mode tent edge pecificity re of tation Level Level; criteria ical level	15-25 (This is an a Public Descriptive General Neutral Only concrete Verb K1 K2 The cumulative cov beyond the K6 leve A1-C1 G	Verage figure. In Occo Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re el. (See Guidelin rammatical expo	dividual sentend cupational Expo e no background are expected to ics, including cul ly concrete Non-verb K5 k ach 95% at the es on Adhering nents (See Guid	es will span a Educa sitory d cultural know be able to con ltural informati Fairly al [i.e. graphs] 6 K7 K5-K6 level. N to Lexical Leve	tional Argumentat vledge shoul nprehend co. ion provided bstract bstract K8 lo more than el for more ir	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation).				
leng Dom Discours Cont knowl Cultural sp Cultural sp C	ntence gth aain se mode tent edge pecificity re of hation tation Level Level; criteria ical level ibility	15-25 (This is an a Public Descriptive General Neutral Only concrete Verb K1 K2 The cumulative cov beyond the K6 leve A1-C1 Gr Flesch-Kincaid Gra	Verage figure. In Occo Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re el. (See Guidelin rammatical expo ade Level of 9-12	dividual sentend cupational Expo e no background are expected to ics, including cul ly concrete Non-verb K5 k ach 95% at the es on Adhering nents (See Guic	Ees will span a Educa sitory d cultural know be able to con ltural informati Fairly al al (i.e. graphs) 6 K7 K5-K6 level. N to Lexical Leve lelines on Adh	tional Argumentat Argumentat vledge shoul nprehend co ion provided bstract bstract K8 K8 Io more than el for more in pering to Gra	Personal ive Instructive Specific id be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level)				
leng Dom Discours Cont knowl Cultural sp Cultural sp C	ntence gth aain se mode tent edge pecificity re of hation tation Level Level; criteria ical level ibility	15-25 (This is an a Public Descriptive General Neutral Only concrete Verb K1 K2 The cumulative cov beyond the K6 leve A1-C1 G Flesch-Kincaid Gra From topic list for E	verage figure. In Occo Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re el. (See Guidelin rammatical expo ade Level of 9-12 32/C1. Abstract fi	dividual sentend cupational Expo e no background are expected to ics, including cul ly concrete Non-verb K5 k ach 95% at the es on Adhering nents (See Guid 2 opics which targ	Ees will span a Educa sitory d cultural know be able to con tural informati Fairly al al (i.e. graphs) 6 K7 K5-K6 level. N to Lexical Leve lelines on Adh jet information	range above tional Argumentat vledge should nprehend col- ion provided bstract K8 Io more than el for more ir pering to Grau which is of r	Personal ive Instructive Specific id be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level)				
leng Dom Discours Cont knowl Cultural sp Cultural sp C	ntence gth aain se mode tent edge pecificity re of hation tation Level Level; criteria ical level ibility	15-25 (This is an a Public Descriptive General Neutral Only concrete K1 K2 The cumulative cov beyond the K6 leve A1-C1 G Flesch-Kincaid Gra From topic list for E understanding of th C1 learners are ex	verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al verage should re el. (See Guidelin rammatical expo ade Level of 9-12 32/C1. Abstract to be wider world. To pected to be able	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 k ach 95% at the es on Adhering nents (See Guid popics which targ he topics and the e to deal with Er	Ees will span a Educa sitory d cultural know be able to con tural informati Fairly al al (i.e. graphs) 6 K7 K5-K6 level. N to Lexical Level lelines on Adh jet information the treatment of aglish for obtai	tional Argumentat Argumentat vledge shoul nprehend co ion provided bstract K8 Io more than el for more ir rering to Gra which is of r f topics are r ning informa	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level) relevance to an elevant for C1 learners. tion for educational and				
leng Dom Discours Cont knowl Cultural sp Cultural sp C	ntence gth aain se mode tent edge pecificity re of hation tation Level Level; criteria ical level ibility	15-25 (This is an a Public Descriptive General Neutral Only concrete K1 K2 The cumulative cov beyond the K6 leve A1-C1 G Flesch-Kincaid Gra From topic list for E understanding of th C1 learners are ex occupational purpor	verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re cal K3 K4 verage should re cal cal cal cal cal cal cal cal	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 K each 95% at the es on Adhering nents (See Guic popics which targ he topics and the e to deal with Er e of sources. Su	Ees will span a Educa sitory d cultural know be able to con tural information Fairly al al (i.e. graphs) 6 K7 K5-K6 level. N to Lexical Level lelines on Adh jet information the treatment of nglish for obtai ich sources wo	tional Argumentat Argumentat vledge should nprehend col on provided bstract K8 lo more than el for more ir ering to Gra which is of r f topics are r ning informa buld include	Personal Personal Personal Specific Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level) relevance to an elevant for C1 learners. tion for educational and news and journalistic				
leng Dom Discours Cont knowl Cultural sp Cultural sp C	ntence gth aain se mode tent edge pecificity re of hation tation Level Level; criteria ical level ibility	15-25 (This is an a Public Descriptive General Neutral Only concrete K1 K2 The cumulative cov beyond the K6 leve A1-C1 G Flesch-Kincaid Gra From topic list for E understanding of th C1 learners are ex occupational purpor	Verage figure. In Occo Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re el. (See Guidelin rammatical expo ade Level of 9-12 32/C1. Abstract for he wider world. T pected to be abli- poses from a rang introductory level	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 K sach 95% at the es on Adhering nents (See Guic popics which targ he topics and the e to deal with Er e of sources. Su el texts aimed at	Ees will span a Educa sitory d cultural know be able to con tural information Fairly al al (i.e. graphs) 6 K7 K5-K6 level. N to Lexical Level lelines on Adh jet information the treatment of nglish for obtai ich sources wo	tional Argumentat Argumentat vledge should nprehend col on provided bstract K8 lo more than el for more ir ering to Gra which is of r f topics are r ning informa buld include	Personal Personal Personal Specific Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level) relevance to an relevance to an relevant for C1 learners. tion for educational and				
leng Dom Discours Cont knowl Cultural sp Cultural sp C	ntence gth aain eent edge pecificity re of aation tation Level Level; criteria ical level ibility Dic	15-25 (This is an a Public Descriptive General Neutral Only concrete K1 K2 The cumulative cov beyond the K6 leve A1-C1 Gi Flesch-Kincaid Graf From topic list for E understanding of th C1 learners are ex occupational purpor sources as well as specialized unders Magazines, newsp	Verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re cal K3 K4 verage should re cal K3 K4 verage should re cal cal cal cal cal cal cal cal	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 K sach 95% at the es on Adhering nents (See Guic popics which targ he topics and the e to deal with Er e of sources. Su el texts aimed at pic. nal materials. It	Ees will span a Educa sitory d cultural know be able to con tural information (i.e. graphs) 6 K7 K5-K6 level. N to Lexical Level lelines on Adh jet information te treatment of nglish for obtai ich sources wo tertiary educa should be pos	tional Argumentat Argumentat vledge should nprehend col on provided bstract k8 lo more than el for more ir ering to Gra which is of r f topics are r ning informa buld include btion, but whi	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level) relevance to an elevant for C1 learners. tion for educational and news and journalistic ich do not yet presume a wer the questions: where				
leng Dom Discours Cont knowl Cultural sp Cultural sp Inform Presen Lexical Lexical further of Grammati Reada	ntence gth aain eent edge pecificity re of aation tation Level Level; criteria ical level ibility Dic	15-25 (This is an a Public Descriptive General Neutral Only concrete K1 K2 The cumulative cov beyond the K6 leve A1-C1 Gi Flesch-Kincaid Graf From topic list for E understanding of th C1 learners are ex occupational purpor sources as well as specialized unders Magazines, newsp would a reader be	Verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re cal K3 K4 verage should re cal K3 K4 verage should re cal cal cal cal cal cal cal cal	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 K e on Adhering nents (See Guid popics which targ he topics and the e to deal with Er e of sources. Su el texts aimed at pic. nal materials. It ext like this outsi	Ees will span a Educa sitory d cultural know be able to con tural information (i.e. graphs) 6 K7 K5-K6 level. N to Lexical Level lelines on Adh jet information te treatment of nglish for obtai ich sources wo tertiary educa should be pos ide the test? a	tional Argumentat Argumentat vledge should nprehend col on provided bstract k8 lo more than el for more ir ering to Gra which is of r f topics are r ning informa buld include btion, but whi	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level) relevance to an elevant for C1 learners. tion for educational and news and journalistic ich do not yet presume a				
leng Dom Discours Cont knowl Cultural sp Cultural sp Inform Presen Lexical Lexical further of Grammati Reada Top	ntence gth aain se mode tent edge pecificity re of hation tation Level Level; criteria ical level ibility Dic	15-25 (This is an a Public Descriptive General Neutral Only concrete K1 K2 The cumulative cov beyond the K6 leve A1-C1 G Flesch-Kincaid Gra From topic list for E understanding of th C1 learners are ex occupational purpor sources as well as specialized unders Magazines, newsp would a reader be important for Aptis	Verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re carde Level of 9-12 32/C1. Abstract for the wider world. Top pected to be able oses from a rang introductory level tanding of the to apers, instructio likely to see a to Advanced test to	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 K e on Adhering nents (See Guid popics which targ nents (See Guid cul- topics and the e to deal with Er e of sources. Su el texts aimed at pic. nal materials. It ext like this outsi akers at C1 leve	Ees will span a Educa sitory Contraction contraction	tional Argumentat Argumentat Argumentat Argumentat Nedge should nprehend col- ion provided bstract bstract K8 Io more than el for more tran el for more france which is of r f topics are r ning informa buld include r bution, but whi ssible to ansi nd <i>Is the ge</i>	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level) relevance to an elevant for C1 learners. tion for educational and news and journalistic ich do not yet presume a wer the questions: where				
leng Dom Discours Cont knowl Cultural sp Cultural sp Inform Presen Lexical further of Grammati Reada Top Text g	ntence gth aain eain eem edge pecificity re of aation tation Level Level; criteria ical level bility Dic	15-25 (This is an a Public Descriptive General Neutral Only concrete K1 K2 The cumulative corbeyond the K6 leve A1-C1 Gr Flesch-Kincaid Gra From topic list for E understanding of th C1 learners are ex occupational purpor sources as well as specialized unders Magazines, newsp would a reader be important for Aptis The two texts will p	Verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re bl. (See Guidelin rammatical expo ade Level of 9-12 32/C1. Abstract to be wider world. To pected to be able ses from a rang introductory leve tanding of the to apers, instructio likely to see a to Advanced test to present two different	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 K ach 95% at the es on Adhering nents (See Guic 2 opics which targ he topics and the e to deal with Er e of sources. Su al texts aimed at pic. nal materials. It ext like this outs akers at C1 leve rent perspectives	Ees will span a Educa sitory Coultural know be able to con- ltural information Fairly al (i.e. graphs) Coult State (i.e. graphs) (i.e. g	tional Argumentat Argumentat vledge shoul nprehend co- ion provided bstract bstract K8 Io more than el for more in hering to Grau which is of r f topics are r ning informa buld include i ation, but whi ssible to ansy and <i>Is the gen</i>	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level) relevance to an elevant for C1 learners. tion for educational and news and journalistic ich do not yet presume a wer the questions: where nre relevant to TLU tasks				
leng Dom Discours Cont knowl Cultural sp Cultural sp Inform Presen Lexical further of Grammati Reada Top Text g	ntence gth aain eain eemode eent edge pecificity re of aation tation Level Level; criteria ical level bility bic	15-25 (This is an a Public Descriptive General Neutral Only concrete Verb K1 K2 The cumulative cov beyond the K6 leve A1-C1 Gr Flesch-Kincaid Gra From topic list for E understanding of th C1 learners are ex occupational purpor sources as well as specialized unders Magazines, newsp would a reader be important for Aptis The two texts will p	Verage figure. In Occ Narrative Note that whil level readers unfamiliar top text. Most al K3 K4 verage should re bl. (See Guidelin rammatical expo ade Level of 9-12 32/C1. Abstract to be wider world. To pected to be able ses from a rang introductory leve tanding of the to apers, instructio likely to see a to Advanced test to present two different	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 K ach 95% at the es on Adhering nents (See Guic 2 opics which targ he topics and the e to deal with Er e of sources. Su al texts aimed at pic. nal materials. It ext like this outs akers at C1 leve rent perspectives	Ees will span a Educa sitory Coultural know be able to con- ltural information Fairly al (i.e. graphs) Coult State (i.e. graphs) (i.e. g	tional Argumentat Argumentat vledge shoul nprehend co- ion provided bstract bstract K8 Io more than el for more in hering to Grau which is of r f topics are r ning informa buld include i ation, but whi ssible to ansy and <i>Is the gen</i>	Personal Person				
leng Dom Discours Cont knowl Cultural sp Cultural sp Inform Presen Lexical further of Grammati Reada Top Text g	ntence gth aain eain eemode eent edge pecificity re of aation tation Level Level; criteria ical level bility bic	15-25 (This is an a Public Descriptive General Neutral Only concrete K1 K2 The cumulative corbeyond the K6 leve A1-C1 Gr Flesch-Kincaid Gra From topic list for E understanding of th C1 learners are ex occupational purpor sources as well as specialized unders Magazines, newsp would a reader be important for Aptis The two texts will p	Verage figure. In Occo Narrative Note that whil level readers unfamiliar top text. Most K3 K4 verage should re el. (See Guidelin rammatical expo ade Level of 9-12 32/C1. Abstract for the wider world. T pected to be able ses from a rang introductory leve tanding of the to apers, instructio <i>likely to see a te</i> Advanced test to resent two differ not specified. Th	dividual sentend cupational Expo e no background are expected to ics, including cul- ly concrete Non-verb K5 K ach 95% at the es on Adhering nents (See Guic 2 opics which targ he topics and the e to deal with Er e of sources. Su el texts aimed at pic. nal materials. It ext like this outs akers at C1 leve rent perspectives	Ees will span a Educa sitory Contraction	tional Argumentat Argumentat vledge shoul nprehend co- ion provided bstract bstract K8 Io more than el for more in hering to Grau which is of r f topics are r ning informa buld include i ation, but whi ssible to ansy and <i>Is the gen</i>	Personal ive Instructive Specific d be assumed, at the C1 mplex information on it is explained within the Mainly abstract Both K9 K10 5% of words should be nformation). mmatical Level) relevance to an elevant for C1 learners. tion for educational and news and journalistic ich do not yet presume a wer the questions: where nre relevant to TLU tasks				

Targets	Length	1-4 words	Lexical	K1-K5	Grammatical	A1-B2
Distractors	Length	1-4 words	Lexical	K1-K5	Grammatical	A1-B2
Key information	Within se	ntence	Across senten	ces	Across paragraphs	Across texts
Extra criteria	2) Distract the targe 3) Gaps i 4) The ca read acro	t. n the text should indidate's ability t	e same form/stru be spaced acros o identify the cor d not be possible	icture (i.e. nour s the texts and rect target word for a candidate	should not occur in	ause, linking device) as consecutive sentences. nd on their being able to ct option from a
Presentation	Written		Aural	Illustr	ations/Graphs	

Speaking Task 1

Test Apt	is Advanced	Componer		Speaking	j T	ask		B1
	Departibles			f the Task		م منتظ	otions to	anakan guastian -
Skill focus	Describing, compa			providing re		d explar	T	
Task Level (CEFR)		12	B1		B2		C1	C2
Task description	related to the them	ndidate is aske	ed to co ographs	ntrast and o and provid	compare a e reasons	spects of and exp	of the phot planations	ographs, give opinions for their opinions.
Task description:	The questions grad							
extra information	photographs to a c preferences with re	comparison of easons and ju	aspects stificatio	of the phones.	tographs, a	and fina	ally providi	ng his/her opinion and
Instructions to candidates	You will have 45 s	econds for ea		onse. Begir	n speaking		ou hear th	
Presentation of rubric	Aura		Wri	tten		Visual	non-verbal (e.g. photo)	
Response format	Q&A		Shor	t turn			Long tur	n
Planning time	None							
Delivery	Face to face	Telep	hone		Compute	ər		Other
Nature of input	Real time (face to		time (rer	note)	Pre-reco	rded in	out	No aural input
	Unscripted	guided		Semi-scr	ipted	Script		N/A
Nature of	Interlocutor-Candio	date (I-C)			Candidat	te-Cand	lidate (C-C	c)
interaction	Candidate only (C))			Interlocu	tor-Can	didate-Ca	ndidate
Functions targeted	Informational Fur		Inter	actional F				ng Interaction
J	Providing personal		Agre					
	Explaining opinion			greeing			Initiating	
	Elaborating			fying/ comr	nentina		Changin	
	Justifying opinions			ng for opinio			Reciproc	
	Comparing			uading	5110		Deciding	
	Speculating			Asking for information			Dooranie	9
	Staging			Conversational repair Negotiation of meaning				
	Describing							
			Negu					
	Summarizing							
	Suggesting		_					
	Expressing prefere	ences						
				Input / Pro				
Description		ar to B1-level of description of	candida [.] both pic	tes. The rec ctures; 2) T	corded pro o contrast	mpt asl and co	ks 3 short mpare son	
Length of	Maximum of 15 wo							
questions Lexical Level	K1 K2	K3 K	1	K5 K	.6 K	7	K8	K9 K10
Grammatical level								matical Level)
Content	General		ponents				ig to Graff	Specific
knowledge	Sonora							Opcomo
Cultural specificity	Neutral					1		Specific
Nature of	Only concrete	Mos	tly conc	rete	Fair	ly abstr	act	Mainly abstract
information			,		i un	,		
Relevant Domain	Public	Oc	cupation	nal	Ed	lucation	al	Personal
Торіс	contrasted and wil describe the photo	B1. The photo Il be familiar to os. The secon parison, and th	ographs o a typic od quest ne 3 rd qu	will show a al B1-level ion will foc uestion will	candidate us on som extend the	e. The fi ie aspe e task b	rst questic ct of the a y asking t	h can be compared and on asks the test-taker to ctivities/scenes open to he candidate to express
							,. 	
Denter	Ohart	Features of						
Description	Short responses to questions to achie					ifficient	content in	response to at least 2
Length of response	Up to 45 seconds	per question.	Adequa	te response	es will be b	eyond 1	the single	clause/sentence level.
Rating scale for task	A task-specific holi B1-level performan performances beyo	nce is required						point scale from 0-5. A varded for
Timing of rating	Real time				After tes	t event		
Rater	Interlocutor	Deter -	resent a	t toot	Determ	t press	nt at test e	wont

Speaking Task 2

Test	Apt	is General	Cor	nponent		Speaking]	Task		E	32
				Featu	res of	the Task					
Skill fo	ocus	Integrating ideas re	edardi				lona tu	rn. Givina c	ppinions.	iustifvin	a opinions.
_		giving advantages					5	- 5	· · · · · ·		5 -1/
Task Leve	el (CEFR)	A1 A	\2		B1		B2		C1		C2
task dese	cription					egrating responses to a set of 3 q					
		abstract topic. The				two minute	es to pr	resent his/h	er long-tu	urn. The	3 questions
Took door	orintion.	expand in focus ar The task requires				rolation to		atraat tania		stration	ia anhy far
Task dese extra info		additional contextu	a iong ializati	on of the t	tonic a	nd is not re	oferred	to directly	in any of	the due	is only for stions
Instructi								,	,		
candic			this part I'm going to ask you three questions. You will have one minute to think about your afore you start speaking. You will have two minutes to answer all three questions. Begin spe								
		when you hear this							1		8 / 8
Presenta		Aura	I			Wri	tten		Visual	non-ve	rbal (e.g. photo)
rubi	-										
Response		Q&A			Short	turn			Long tu	rn	
Plannin Deliv		1 minute Face to face		Telepho	no		Com	puter		Other	
	-			-		()					
Nature o	ninput	Real time (face to	,	Real tim	ie (rem	-		ecorded inp			al input
		Unscripted	guio	ded		Semi-scr	ipted	Script	ed	N	I/A
Natur		Interlocutor-Candio	tate (I	-C)			Cand	idate-Cand	idate (C-	C)	
interac	ction						Junu			~,	
		Candidate only (C)					Interl	ocutor-Can	didate-Ca	andidate	
Functions	targeted	Informational Fur	oction	6	Intora	actional F	Inctio	ne	Managi	na Into	raction
Functions	largeleu	Providing persona			Agree			115	wanay	ing inte	
		Explaining opinion			Disagreeing			Initiating	a		
		Elaborating				ying/ comr	nenting	3	Changi		s
		Justifying opinions			Askin	g for opinio	ons		Recipro	cating	
		Comparing			Persu	ading			Decidin	g	
		Speculating			Askin	g for inforn	nation			-	
		Staging				ersational					
		Describing			Negotiation of meaning						
		Summarizing									
		Suggesting									
		Expressing prefere									
Deseri	ntion	Three guestioner 1				Input / Pro		orionaa in r	alation to	on oho	tract tania: 2)
Descri	ption	Three questions: 1 asks for elaboratio									
		objective discussio									
Lengt	th of	Maximum of 20 wo				• •				21	
quest						<u>.</u>					
Lexical Grammati		K1 K2	K3	K4				K7 on Adherin	K8	K9	K10
Cont		General					ICIIIIC3		g to Giai		pecific
knowle										-	
Cultural s	pecificity	Neutral									pecific
Natur		Only concrete		Mostly	concr	ete		Fairly abstr	act	M	ainly abstract
inform Delevent		Public			nation			Education			Dereenel
Relevant Top		From topic list for I	32		<u>ipation</u>	α			al	<mark>_ </mark>	Personal
ισρ						pected Re	enone	0			
Descri	ntion	A long turn of 2 mi							esive long	a turn w	hich deals with at
Desen	Plion	least 2 questions t								y tani w	
Length of		Up to 2 minutes fo							performa	nce will	generally require
response		the candidate to sp									
Rating se		A task-specific hol									
tas	sk	B2-level performar			o achie	eve score b	bands 3	3-4. A score	e of 5 is a	warded	for
Timing o	frating	performances bey	ond B2	2 level.			After	test event			
Rat		Real time Interlocutor		Pator pro	cont c	t tost			nt at toat	ovent	
Nat		menoculor		Rater pre	sent g	เเธอเ	Rate	r not prese	nt at test	event	

Test	Apt	is Gener	al	Cor	nponent		Speaking		Task			C1	
Skill	focus	Integrat	ting ideas re	aardi			the Task		rn. Givina (opinions.	iustifv	ing opinions,	
_		giving a	dvantages	and d		ages		-		-	, ,		2
	vel (CEFR) scription	A1	A	_	na turn fa	B1	ing a hala	B2	aumont on	C1	o o o d	C2	
task de	scription	for/agai A subse has bee	The candidate plans a long turn formulating a balanced argument on a topic based on input of or/against bullet points. The candidate speaks for one and a half minutes to present his/her long-turn. A subsequent follow-up statement related to the topic is presented to the candidate once the long term has been completed. The candidate in invited to comment on the statement and has 45 seconds for heir response, for which there is no preparation time.										
	scription: formation	The tas	The task requires a long turn response in relation to abstract topics.										
cand	tions to idates	two lists balance argume sound (You are going to speak on a topic for one and a half minutes. You can see the topic on the screen an two lists of points - for and against - related to the topic. Choose two items from each list and give a balanced argument to represent both sides of the topic. You have one minute to prepare your argument. You will then have one and half minutes to speak. Begin speaking when you hear this sound (beep). After you finish speaking you will be asked an additional question about the topic and asked to speak for 45 seconds.						ve a s and				
	tation of bric		Aural				Wr	itten		Visua	l non-\	verbal (e.g. p	ohoto)
Respons	se format	Q&A				Short	turn			Long tu	Irn		
Planni	ng time	1 minut			-								
	ivery	Face to			Telepho				puter		Othe		
Nature	of input		ne (face to f		Real tin	ne (rem			ecorded in		No a	aural input	
Nati	ure of	Unscrip	ited utor-Candid	guio			Semi-scr		Scrip lidate-Canc		()	N/A	
	action		ate only (C)		-0)				ocutor-Can			ate	
	s targeted	Information	ational Fun	ction	S	Intera	actional F					teraction	
			ng personal			Agree				j			
		Explain	ing opinions	ns/preferences		Disag	reeing			Initiatin	g		
		Elaborating			Modifying/ commenting			Changing topics					
		Justifying opinions			Asking for opinions			Reciprocating					
		Comparing				Persuading			Decidin	ıg			
		Speculating					g for inforr						
		Staging				Conversational repair							
		Describ				Negotiation of meaning							
		Summa											
		Sugges	sing prefere	0000									
		Express	sing preiere			- 6 (1)							
Dece	ription	The title	of the term				Input / Pro		ailahla Far	Fuerchee	hi) in a	shown on scr	
Desc	ription	above t (e.g. <i>Ec</i>	wo tables o	f three tanda	e 'for' and rds today	l three ' ' <i>are lo</i> i	against' b wer than th	ullet po ney we	oints. The fo re <i>fifty year</i>	ollow up s s ago. Wi	statem	ent and pron your respons	npt
	gth of										stion:	15-20 words	
	stions							·			1.4-		
	al Level	K1	K2	K3	K4			6	K7	K8	K9	K10	
	tical level	Genera		amma	aucai exp	onents	(See Guid	leiines	on Adherin	ig to Gran	nnati	cal Level) Specific	
	vledge	Genera		1								opecilic	
	specificity	Neutral										Specific	
	ure of		/ concrete	<u> </u>	Most	y conci	ete		Fairly abstr	act		Mainly abstr	ract
	mation											-	
	t Domain		Public			upatior	al		Education	al		Personal	
Тс	opic	From to	pic list for E	32/C1.									
							pected Re						
Desc	ription	employ		pandi	ng upon	at lea						cohesive lon bints. A sec	
Length or response		Up to o for C1 I	ne and a ha	alf min nance	utes for t will gen	the long erally r	equire the	candic	late to spea	ak for all	or mo	n. Adequate st of the one question.	
	scale for ask	A task-		stic ra	ting scale	e is use	d for the ta	ask. Th	e rating sc	ale is a 7		scale from 0	9-6. A
Timing	of rating	Real tin					-		test event				
	ater	Interloc			Rater pre	esent a	t test		r not prese		event		

Appendix F: Aptis Advanced task specifications for the Writing component

Writing Task 1

Test Apti	s Advanced	Component	Writing	Task		B1		
		D	• • ••					
Skill focus	Interactive writing.							
Task Level (CEFR)		12	B1	B2	C1	C2		
task description	The candidate resp paragraph-level responses forum or social net	sponse. The qu work site.	estions are prese	ented as if the can	didate is writi	ng on an internet		
Task description: extra information	The task requires a appears after the c					quent question only		
Instructions to candidates	candidate is intera- setting and the B1-	ne instructions will identify the setting for the interaction and person or persons with whom the andidate is interacting. The following is an example, and follow-up questions appropriate to the etting and the B1-level targeted should be developed: You are on your social network website matting with people on the internet. The topic you are discussing is: The Environment.						
Presentation of rubric	Aura	I	Wr	itten	Other nor	-verbal (e.g. photo)		
Time for task	50 minutes for Wri	ting test. No tim	e limit for individu	ual tasks. (10 min	utes recomme	ended for Task 1)		
Delivery	Pen and paper	-	Computer					
Response format	word completion	gap-filling	form fillir		answer	continuous writing		
Intended genre	real-life situations i require specialist k options).	in which interac nowledge or ex	tive, information- perience (e.g. stu	exchange forums udents in an online	might be use e course discu			
Writer / intended reader relationship	the same public/oc			onally known to tr	le candidate i	out is a participant in		
Discourse mode	Descriptive	Narrative	Exposito	rv Arqu	mentative	Instructive		
Domain	Public		upational	Education		Personal		
Nature of task	Knowledge telling			Knowledge tran		1 oroonal		
Functions targeted		periences, desc ns, expressing a escribing hopes	ribing feelings, en greement/disagre and plans is liste	motions, attitudes eement, (Based o d as B2 in the Co	, describing h n British-Cou re Inventory b	opes and plans, ncil EQUALS Core out when expressed		
Features of the Input / Prompt								
Description	Series of 3 prompt interactive forum.					•		
Length of posts	Each post requesti post is 25-30 word	s, with no one s	entence more the	an 13-15 words.				
Lexical Level	K1 K2	K3 K4		(6 K7	K8 K9	K10		
Grammatical level		ammatical expor	nents (See Guide	lines on Adhering	to Grammati			
Content knowledge	General					Specific		
Cultural specificity	Neutral					Specific		
Nature of information	Only concrete	Mostl	y concrete	Fairly abst	ract	Mainly abstract		
Relevant Domain	Public		upational	Education		Personal		
Information	The information targeted should be familiar to the candidate and may include talking about the candidate's personal experiences, plans, etc. One question should ask the candidate to describe some aspect of the candidate's own context from a wider a perspective than the candidate's personal							
targeted	aspect of the cand	idate's own con			in the candida	ate's personal		
targeted	aspect of the cand	idate's own con escribing featur	es of the education	onal or working co	in the candida			
targeted Description	aspect of the cand experience (e.g. de A series of 3 shore	idate's own con escribing featur Features of t t constructed re	es of the education he Expected Re esponses. Each r	onal or working co sponse esponse needs to	in the candida intext in the canonic context	ate's personal andidate's country). Ind as sentences, and		
Description Length of	aspect of the cand experience (e.g. de	idate's own con escribing feature Features of t t constructed re spond adequate	es of the education he Expected Re esponses. Each r	onal or working co sponse esponse needs to	in the candida intext in the canonic context	ate's personal andidate's country). Ind as sentences, and		
Description	A series of 3 short candidate must res 30-40 words per re K1-K3 level lexis	idate's own con escribing feature Features of t t constructed re spond adequate esponse sufficient to co	es of the education the Expected Re esponses. Each r ely to at least 2 qu complete task. Re	onal or working co sponse esponse needs to lestions to receive	in the candida intext in the ca be structure a rating of 3	ate's personal andidate's country). Ind as sentences, and		
Description Length of response	A series of 3 shor candidate must res 30-40 words per re K1-K3 level lexis grammar, writing a A task-specific holi B1-level performar	idate's own con escribing feature Features of t t constructed re spond adequate esponse sufficient to co at the short para istic rating scale nce is required t	es of the education the Expected Re- esponses. Each r ely to at least 2 qu pomplete task. Re- graph level. e is used for the ta	onal or working co sponse esponse needs to estions to receive sponse needs to ask. The rating sc	in the candida ontext in the ca be structure a rating of 3 demonstrate ale is a 6-poir	ate's personal andidate's country). and as sentences, and or more (out of 5). a control of B1-level ant scale from 0-5. A		
Description Length of response Lexis /grammar Rating scale for task	A series of 3 shor candidate must res 30-40 words per re K1-K3 level lexis grammar, writing a A task-specific holi B1-level performar performances beyo	idate's own con escribing feature Features of t t constructed re spond adequate esponse sufficient to co at the short para istic rating scale nce is required t	es of the education the Expected Re- esponses. Each r ely to at least 2 qu pomplete task. Re- graph level. e is used for the ta	onal or working co sponse esponse needs to estions to receive sponse needs to ask. The rating sc bands 3-4. A scor	in the candida ontext in the ca be structure a rating of 3 demonstrate ale is a 6-poir e of 5 is awar	ate's personal andidate's country). and as sentences, and or more (out of 5). a control of B1-level ant scale from 0-5. A		
Description Length of response Lexis /grammar Rating scale for	A series of 3 shor candidate must res 30-40 words per re K1-K3 level lexis grammar, writing a A task-specific holi B1-level performar	idate's own con escribing feature Features of t t constructed re spond adequate esponse sufficient to co at the short para istic rating scale nce is required t	es of the education the Expected Re- esponses. Each r ely to at least 2 que pomplete task. Re- graph level. e is used for the ta- to achieve score le ent at test Re- Rat	esponse needs to sponse needs to esponse needs to sponse needs to ask. The rating sc bands 3-4. A scor After test event er not present at t	in the candida intext in the ca be structure a rating of 3 demonstrate ale is a 6-poir e of 5 is awar	ate's personal andidate's country). and as sentences, and or more (out of 5). a control of B1-level ant scale from 0-5. A		
Description Length of response Lexis /grammar Rating scale for task Timing of rating	A series of 3 shor candidate must res 30-40 words per re K1-K3 level lexis grammar, writing a A task-specific holi B1-level performar performances beyo Real time Interlocutor Each task is weigh	idate's own con escribing feature Features of t t constructed re spond adequate esponse sufficient to co at the short para istic rating scale noce is required to ond B1 level. Rater presented ted differentially came candidate	es of the education the Expected Re- esponses. Each r ely to at least 2 qu pomplete task. Re- graph level. a is used for the ta- to achieve score la the at test Rate ever y to reflect the task	anal or working co sponse esponse needs to estions to receive sponse needs to ask. The rating sc bands 3-4. A scor After test event er not present at to at	in the candida ontext in the ca be structure a rating of 3 o demonstrate ale is a 6-poir e of 5 is awar est Au ntended level.	ate's personal andidate's country). ed as sentences, and or more (out of 5). e control of B1-level ht scale from 0-5. A ded for tomatic scoring		

Test	Aptis	s Advanced	Compone	nt Writi	ng Ta	ask		B2			
el.ill		Integrated writ	ing task requiring	longer paragrap	h level writing	in respon	se to an em	ail and some notes			
	l focus	provided. App	ropriate use of rec	gister	-	-					
Task Le	vel (CEFR)	A1 The condidate	A2 writes an e-mail	B1	B2 In task prompt	C		C2			
Task Do	escription	unknown read and notes mad	er connected to the by the e-mail w	ne information in rriter.	the prompt (m	nanageme	nt, custome	r services, etc.)			
	escription:	The task is de	ne task is designed to elicit responses demonstrating control of appropriate formal register.								
	ctions to didates	organization expected to re your local sup	The instructions will clearly identify the purpose by presenting a transactional email from the organization. The e-mail will present a problem/issue/offer/opportunity/enquiry, which the candidate is expected to respond to. The following is an example only: You have received the following e-mail from rour local supermarket. Read the e-mail and the notes you have made. Write a reply using all the information in your notes and express how you feel about the situation. You should write between 120 and 150 words.								
	ntation of Ibric		Aural		Written		Other non-w	verbal (e.g. photo)			
	for task		Writing test. No t		or individual ta	sks. (Reco	ommended t	ime: 20 minutes)			
	livery	Pen and pape Word	r gap-filling	Computer form	illing	short an	swor	continuous writing			
	ise format	completion	gap-ming	IOIIII	lilling	Short an	Swei	continuous whiting			
	ed genre / intended	Formal email				an of a ha		an mark hat ha			
	elationship		reader of the ema	ii wiii be specifie	a (e.g. manag	er or a ba	nk) but may	or may not be			
	rse mode	Descriptive	Narrative	Expo		Argume	ntative	Instructive			
Do	main	Public		ccupational		ucational		Personal			
Natur	e of task	Knowledge tel				ge transfo					
	Functions geted	probability, do hypothesizing developing an	Expressing opinions; giving reasons and justifications; giving precise information; expressing certainty, probability, doubt; generalising and qualifying; synthesizing; evaluating; speculating, and hypothesizing; expressing agreement / disagreement; expressing reaction, e.g. indifference; developing an argument systematically; conceding/emphasizing a point, feeling, issue; defending a point of view persuasively; complaining, suggesting (based on British Council Equals Core Inventory)								
Features of the Input / Prompt											
Desc	cription	A transactional e-mail message is presented as the starting point. This e-mail is written in a formal impersonal register. The e-mail must contain three distinct points of information. The notes that accompany the e-mail are written as bullet points and/or in note form (i.e. not complete sentences) in an informal register. There are three separate notes – one for each distinct point of information in the e-mail. Number annotations indicate which notes apply to which pieces of information. The notes must appear in the same sequence as the information in the e-mail. The candidate will be required to									
Length			same sequence a	s the informatior	n in the e-mail.	The cano	lidate will be	on. The notes must e required to			
_	n of input			s the informatior	n in the e-mail.	The cano	lidate will be	on. The notes must e required to			
Longth	mail	expand these 50-80 words	same sequence a notes into comple	s the informatior te sentences fra	n in the e-mail. med in an app	The cano propriate fo	lidate will be	on. The notes must e required to			
	mail of notes	expand these 50-80 words Range 9-12 w	same sequence a notes into comple ords per note; ran	s the information te sentences fra ge 27-36 words	n in the e-mail. med in an app per whole text	The cano propriate fo	lidate will be ormal registe	on. The notes must e required to er.			
Lexic	mail of notes al Level	Expand these 50-80 words Range 9-12 w K1 K2	same sequence a notes into comple ords per note; ran	s the information te sentences fra ge 27-36 words	n in the e-mail. med in an app per whole text K6 K7	The cano propriate for t K8	lidate will be ormal registe K9	on. The notes must e required to er. K10			
Lexic Gramma Co	mail of notes al Level atical level ntent	Expand these 50-80 words Range 9-12 w K1 K2	same sequence a notes into comple ords per note; ran	s the information te sentences fra ge 27-36 words	n in the e-mail. med in an app per whole text K6 K7	The cano propriate for t K8	lidate will be ormal registe K9	on. The notes must e required to er. K10			
Lexic Gramma Co knov	mail of notes al Level atical level ntent wledge	expand these 50-80 words Range 9-12 w K1 K2 B1 General	same sequence a notes into comple ords per note; ran	s the information te sentences fra ge 27-36 words	n in the e-mail. med in an app per whole text K6 K7	The cano propriate for t K8	lidate will be ormal registe K9	on. The notes must e required to er. K10 K10 Specific			
Lexic Gramma Co know Cultural Nat	mail of notes al Level atical level ntent wledge specificity ure of	expand these 50-80 words Range 9-12 w K1 K2 B1	same sequence a notes into comple ords per note; ran K3 k Grammatical exp	s the information te sentences fra ge 27-36 words	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad	The cano propriate for t K8	lidate will be ormal registe K9 Grammatica	on. The notes must e required to er. K10 I Level)			
Lexic Gramma Co know Cultural Nat infor	mail of notes al Level atical level ntent wledge specificity ure of mation	expand these 50-80 words Range 9-12 w K1 K2 B1 General Neutral Only concr	same sequence a notes into comple ords per note; ran K3 k Grammatical exp ete Mos	s the information te sentences fra ge 27-36 words 4 K5 ponents (See Gu stly concrete	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad	The cancer propriate for t K8 Ihering to y abstract	lidate will be ormal registe K9 Grammatica	on. The notes must e required to er. K10 K10 Level) Specific Specific Mainly abstract			
Lexic Gramma Co know Cultural Nat infor Relevan Infor	mail of notes al Level atical level ntent wledge specificity ure of mation nt Domain mation	expand these 50-80 words Range 9-12 w K1 K2 B1 General Neutral Only concr	same sequence a notes into comple ords per note; ran K3 k Grammatical exp ete Mos	s the information te sentences fra ge 27-36 words 4 K5 oonents (See Gu stly concrete	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad Fairl Edu	The cano propriate for t V K8 Ihering to y abstract	lidate will be ormal registe K9 Grammatica	on. The notes must e required to er. K10 Level) Specific Specific Mainly abstract Personal			
Lexic Gramma Co know Cultural Nat infor Relevan	mail of notes al Level atical level ntent wledge specificity ure of mation nt Domain	expand these 50-80 words Range 9-12 w K1 K2 B1 General Neutral Only concr	same sequence a notes into comple ords per note; ran K3 k Grammatical exp ete Mos on will be relevant	s the information te sentences fra ge 27-36 words (4 K5 oonents (See Gu stly concrete ccupational to eliciting more	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad Fairl Complex and	The cano propriate for t V K8 Ihering to y abstract	lidate will be ormal registe K9 Grammatica	on. The notes must e required to er. K10 Level) Specific Specific Mainly abstract Personal			
Lexic Gramma Co know Cultural Nat infor Relevan Infor tar	mail of notes al Level atical level ntent wledge specificity ure of mation nt Domain mation	expand these 50-80 words Range 9-12 w K1 K2 B1 General Only concr Public The informatic	same sequence a notes into comple ords per note; ran K3 k Grammatical exp ete Mos ete Mos on will be relevant Features o	s the information te sentences fra ge 27-36 words (4 K5 oonents (See Gu stly concrete ccupational to eliciting more f the Expected	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad Fairl Complex and	The cano propriate for t V K8 Ihering to y abstract	lidate will be ormal registe K9 Grammatica	on. The notes must e required to er. K10 Level) Specific Specific Mainly abstract Personal			
Lexic Gramma Co know Cultural Nat infor Relevar Infor tar	mail of notes al Level atical level ntent wledge specificity ure of mation nt Domain mation geted cription	expand these 50-80 words Range 9-12 w K1 K2 B1 General Neutral Only concr Public The informatic	same sequence a notes into comple ords per note; ran K3 k Grammatical exp ete Mos on will be relevant	s the information te sentences fra ge 27-36 words 4 K5 oonents (See Gu stly concrete ccupational to eliciting more f the Expected I register.	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad Fairl Complex and	The cano propriate for t V K8 Ihering to y abstract	lidate will be ormal registe K9 Grammatica	on. The notes must e required to er. K10 K10 Level) Specific Specific Mainly abstract Personal			
Lexic Gramma Co know Cultural Nat infor Relevan Infor tar	mail of notes al Level atical level ntent wledge specificity ure of mation mation geted	expand these 50-80 words Range 9-12 w K1 K2 B1 General Only concr Public The informatic One e-mail res Within the ran K4-K5 lexis wi	same sequence a notes into comple ords per note; ran K3 K Grammatical exp ete Mos on will be relevant Features o sponse in a forma ge of 120-150 wo Il be sufficient to o	s the information te sentences fra ge 27-36 words 4 K5 oonents (See Gu stly concrete ccupational to eliciting more f the Expected I register. rds.	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad Fairl Complex and Response mail response a	The cance propriate for t K8 Ihering to y abstract ucational abstract fu	Idate will be ormal register K9 Grammatica unctions des	 an. The notes must arequired to be: required to be: required			
Lexic Gramma Co know Cultural Nat infor Relevan Infor tar Desc Lexis / Rating	mail of notes al Level atical level ntent wledge specificity ure of mation nt Domain mation geted cription ogth of ponse	expand these 50-80 words Range 9-12 w K1 K2 B1 General Only concr Public The informatic One e-mail res Within the ran K4-K5 lexis wi of B2-level gra A task-specific B2-level perfo	same sequence a notes into completed ords per note; ran K3 K Grammatical exp ete More ete More on will be relevant Features of sponse in a forma ge of 120-150 wo Il be sufficient to of ammar and cohesi c holistic rating sca rmance is required	s the information te sentences fra ge 27-36 words 4 K5 oonents (See Gu stly concrete ccupational to eliciting more f the Expected I register. rds. complete the e-n ion and coheren ale is used for th	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad Fairl Complex and Response nail response a ce across long e task. The rai	The cancer propriate for the cancer the cancer the cancer y abstract ucational abstract for adequately per continu ting scale	A constraints of the second se	on. The notes must e required to er. K10 Mainer Specific Specific Mainly abstract Personal scribed above.			
Lexic Gramma Co know Cultural Nat infor Relevan Infor tar Desc Len res Lexis / Rating t	mail of notes al Level atical level ntent wledge specificity ure of mation mation geted cription gth of ponse grammar scale for ask	expand these 50-80 words Range 9-12 w K1 K2 B1 General Only concr Public The informatic One e-mail res Within the ran K4-K5 lexis wi of B2-level gra A task-specific B2-level perfo	same sequence a notes into comple ords per note; ran K3 K Grammatical exp ete Mor ete Mor on will be relevant Features of sponse in a forma ge of 120-150 wo Il be sufficient to o ammar and cohesi c holistic rating sca	s the information te sentences fra ge 27-36 words 4 K5 oonents (See Gu stly concrete ccupational to eliciting more f the Expected I register. rds. complete the e-n ion and coheren ale is used for th	n in the e-mail. med in an app per whole text K6 K7 idelines on Ad Fairl Complex and Response nail response a ce across long e task. The rai	The cance propriate for propriate for transformer (1997) (A constraints of the second se	on. The notes must e required to er. K10 Mainer Specific Specific Mainly abstract Personal scribed above.			
Lexic Gramma Co know Cultural Nat infor Relevan Infor tar Desc Lexis / Rating t	mail of notes al Level atical level ntent wledge specificity ure of mation of Domain mation geted cription gth of ponse grammar scale for	expand these 50-80 words Range 9-12 w K1 K2 B1 General General Only concr Public The informatic One e-mail res Within the ran K4-K5 lexis wi of B2-level gra A task-specific B2-level perfo performances	same sequence a notes into comple ords per note; ran Grammatical exp ete Mos ete Mos on will be relevant Features of sponse in a forma ge of 120-150 wo Il be sufficient to of ammar and cohes c holistic rating sca rmance is require beyond B2 level.	s the information te sentences fra ge 27-36 words (4 K5 oonents (See Gu stly concrete ccupational to eliciting more f the Expected I register. rds. complete the e-n ion and coheren ale is used for th d to achieve sco	per whole text K6 K7 idelines on Ad Fairl Complex and Response hail response a ce across long e task. The rai re bands 3-4.	The cance propriate for the cance the cancel of the cancel the cancel of the cancel the cancel of the cancel of the cancel the cancel of the c	A K9 Grammatica Grammatica unctions des unctions des us writing is a 6-point 5 is awarde	on. The notes must e required to er. K10 Mainer Specific Specific Mainly abstract Personal scribed above.			
Lexic Gramma Co know Cultural Nat infor Relevan Infor tar Desc Lexis / Rating t Timing R	mail of notes al Level atical level ntent wledge specificity ure of mation of Domain mation geted cription ggrammar scale for ask of rating ater ghting	expand these 50-80 words Range 9-12 w K1 K2 B1 General Only concr Public The informatic One e-mail res Within the ran K4-K5 lexis wi of B2-level gra A task-specific B2-level perfo performances Real time Interlocutor Each task is w	same sequence a notes into comple ords per note; ran K3 K Grammatical exp ete Mos ete Mos on will be relevant Features of sponse in a forma ge of 120-150 wo Il be sufficient to of ammar and cohes cholistic rating sca rmance is required beyond B2 level. Rater present at reighted differentia	s the information te sentences fra ge 27-36 words (4 K5 onents (See Gu stly concrete ccupational to eliciting more f the Expected I register. rds. complete the e-n ion and coheren ale is used for th d to achieve sco	per whole text K6 K7 idelines on Ad Fairl Complex and Response ail response a ce across long e task. The rail re bands 3-4. After test not present a task demands	The cance propriate for propriate for t K8 Ihering to y abstract y abstract ucational abstract for adequately ger continu- ting scale A score of t event t test event and inter	Autom Au	e must show control texts. e must show control texts. control texts. contro			
Lexic Gramma Co know Cultural Nat infor Relevan Infor tar Desc Lexis Lexis Rating t Timing Ratir Wei	mail of notes al Level atical level ntent wledge specificity ure of mation of Domain mation geted cription gframmar scale for ask of rating ater	expand these 50-80 words Range 9-12 w K1 K2 B1 General Only concr Public The informatic One e-mail res Within the ran K4-K5 lexis wi of B2-level gra A task-specific B2-level perfo performances Real time Interlocutor Each task is w	same sequence a notes into comple ords per note; ran K3 K Grammatical exp ete Mos ete Mos on will be relevant Features of sponse in a forma ge of 120-150 wo Il be sufficient to of ammar and cohes cholistic rating sca rmance is required beyond B2 level. Rater present at reighted differentiat the same candida	s the information te sentences fra ge 27-36 words (4 K5 onents (See Gu stly concrete ccupational to eliciting more f the Expected I register. rds. complete the e-n ion and coheren ale is used for th d to achieve sco	per whole text K6 K7 idelines on Ad Fairl Complex and Response ail response a ce across long e task. The rail re bands 3-4. After test not present a task demands	The cance propriate for propriate for t K8 Ihering to y abstract y abstract ucational abstract for adequately ger continu- ting scale A score of t event t test event and inter	Autom Au	on. The notes must e required to er. K10 ILevel) Specific Mainly abstract Personal scribed above. e must show control texts. scale from 0-5. A ed for			

Test Apti	s Advanced	Component		Writing	Tas	k		C1	
	Integrated writing	task requiring lo	nger pa	aragraph leve	el writing in	response	to notes	provided on a	
Skill focus	given subject. Ap	propriate use of	register	for intended	audience.				
Task Level (CEFR)		A2	B1		32 	C1		C2	
Task Description	The candidate wri				•				
Task description: extra information	The task is desigr information in an	extended text.				-		-	
Instructions to candidates	subjects of popula Inserted Here]. Y information from y interesting. Write	hings You Should Know is a website that accepts short articles from members of the public on ubjects of popular interest. You have been asked to contribute an article on the subject of [Topic iserted Here]. You have already done some research on the subject in note and diagram form. Use formation from your research notes below to help you write an article that is both informative and teresting. Write between 180 and 220 words.							
Presentation of rubric	Aura	al		Writte	n	0	ther non-	verbal (e.g. photo)	
Time for task	50 minutes for Wr	iting test. No tim			vidual tasks	s. (Recorr	mended	time: 20 minutes)	
Delivery	Pen and paper		Comp						
Response format	completion	p-filling		form filling	S	hort ansv	/er	continuous writing	
Intended genre	Online educationa								
Writer / intended reader relationship	The intended read	der of the text is	not per	sonally know	in to the wr	iter.			
Discourse mode		arrative		Expository		rgumenta	ative	Instructive	
Domain	Public		upation			ational		Personal	
Nature of task	Knowledge telling				Knowledge				
Possible Functions targeted	ideas; expressing speculating; hypo	certainty, proba thesizing; expres ematically; conc	bility, d ssing o eding a	oubt; genera pinions tenta point; emph	lising and c tively; expre asising a pe	ualifying; essing sh pint, feelir	synthesi ades of c	expressing abstract izing; evaluating; opinion; developing ; defending a point	
				nput / Prom					
Description	rows, three colum number of subscri (such as advantag table should focus	ns) containing a ibers etc.) The ir ges and disadva s on concrete inf nterpretation. Nc	dditiona nformat ntages, ormatic	al informatior ion in the bul possible cau n (size, scop	h in numerio llet point no uses and ef be, range ef	cal form (tes shoul fects, etc c.) to allo	e.g. popu d focus c .). The in w for cor	on abstract concepts formation in the	
Length of input	Between 4-6 bulle		form; to	tal text lengt	h of 40-50 v	words.			
notes	Niverskam (* * *					-) -((0			
Length of table notes	Numbers (e.g. ag	e, population etc	:.) or m	inimai text (e	.g. countrie	s) of 1-2	words		
Lexical Level	K1 K2	K3 K4	H	<mark><5</mark> K6	K7	K8	K9	K10	
Grammatical level		ammatical expor	nents (S	See Guidelin	es on Adhe	ring to G	ammatic		
Content knowledge	General							Specific	
Cultural specificity	Neutral							Specific	
Nature of information	Only concrete	Mostly	y concr	ete	Fairly a	abstract		Mainly abstract	
Relevant Domain	Public	Occ	upation	al	Educa	ational		Personal	
Information targeted	The information w						ctions de		
i goto a		Features of t	he Exr	ected Resp	onse				
Description	An informational t								
Length of response	Within the range of	of 180-220 word	s.						
Lexis /grammar	Response must continuous writing		f C1-le	evel gramma	ar and coh	esion an	d cohere	ence across longer	
Rating scale for task									
Timing of rating	Real time				After test ev	/ent			
Rater	Interlocutor Ra	ater present at te	est	Rater not pre	esent at tes	t event	Aut	omatic scoring	
Weighting	Each task is weig			ect the task	demands a	nd intend		-	
Rating extra information	Each task for the for a single candid		is marl	ked by a diffe	erent rater.	No 1 rate	r will mar	k more than 1 task	

Appendix G: Rating scales for Aptis Advanced Speaking and Writing

The following examples provide descriptions of the performance expected at each score point band in the task-specific rating scales used for rating the Speaking and Writing components. Each scale is task specific. The highlighted score bands for each scale describe the target-level performance at the proficiency level targeted by that task.

Speaking Task 1

Areas assessed: task fulfilment / topic relevance, grammatical range & accuracy, vocabulary range & accuracy, pronunciation, fluency and cohesion.

5	Likely to be above B1 level.
B2 (or above)	
4 B1.2	 Responses to all <u>three</u> questions are on topic and show the following features: Control of simple grammatical structures. Errors occur when attempting complex structures. Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts. Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener. Some pausing, false starts and reformulations. Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
3 B1.1	 Responses to two questions are on topic and show the following features: Control of simple grammatical structures. Errors occur when attempting complex structures. Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts. Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener. Some pausing, false starts and reformulations. Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
2 A2.2	 Responses to at least <u>two</u> questions are on topic and show the following features: Uses some simple grammatical structures correctly but systematically makes basic mistakes. Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable. Mispronunciations are noticeable and put a strain on the listener. Noticeable pausing, false starts and reformulations. Cohesion between ideas is limited. Responses tend to be a list of points.
1	Response to one question is on topic and shows the following features:
A2.1	 Uses some simple grammatical structures correctly but systematically makes basic mistakes. Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable. Mispronunciations are noticeable and put a strain on the listener. Noticeable pausing, false starts and reformulations. Cohesion between ideas is limited. Responses tend to be a list of points.
0	 Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

Speaking Task 2

Areas assessed: task fulfilment / topic relevance, grammatical range & accuracy, vocabulary range & accuracy, pronunciation, fluency and cohesion.

6	Likely to be above C1 level.
C2	
5	Response addresses all <u>three</u> questions and is well-structured.
C1	 Uses a range of complex grammar constructions accurately. Some minor errors occur but do not impede understanding. Uses a range of vocabulary to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices. Pronunciation is clearly intelligible. Backtracking and reformulations do not fully interrupt the flow of speech. A range of cohesive devices are used to clearly indicate the links between ideas.
4 B2.2	 Responses to all <u>three</u> questions are on topic and show the following features: Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding Some pausing while searching for vocabulary, but this does not put a strain on the listener. A limited number of cohesive devices are used to indicate the links between ideas.
3 B2.1	 Responses to <u>two</u> questions are on topic and show the following features: Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding Some pausing while searching for vocabulary, but this does not put a strain on the listener. A limited number of cohesive devices are used to indicate the links between ideas.
2	Responses to at least two questions are on topic and show the following features:
B1.2	 Control of simple grammatical structures. Errors occur when attempting complex structures. Limitations in vocabulary make it difficult to deal fully with the task. Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener. Noticeable pausing, false starts, reformulations and repetition. Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
1	Response to one question is on topic and shows the following features:
B1.1	 Control of simple grammatical structures. Errors occur when attempting complex structures. Limitations in vocabulary make it difficult to deal fully with the task. Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener. Noticeable pausing, false starts, reformulations and repetition. Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
0 A1/A2	Performance not sufficient for B1, or no meaningful language, or the responses are completely off-topic (memorised or guessing).

Speaking Task 3

Areas assessed: task fulfilment / topic relevance, grammatical range & accuracy, vocabulary range & accuracy, pronunciation, fluency and cohesion.

6 C2	 Presentation is convincingly presented and well structured, highlighting and expanding on points from each section.
02	 The follow up question response is well-structured. There is a clear and coherent response.
	 Uses a range of complex grammar constructions accurately. Some very minor errors occur but do not
	impede understanding.
	 Uses a range of vocabulary to discuss the topic required by the task. No awkward usage or
	inappropriate lexical choices.
	 Pronunciation is clearly intelligible.
	 Backtracking and reformulations do not interrupt the flow of speech.
	 A range of cohesive devices are used to clearly indicate the links between ideas.
5	 Presentation is clear, highlighting points from each section. Gives reasons in support of or against particular
C1	points of view.
	The follow up question response is coherent .
	Uses a range of complex grammar constructions accurately. Some minor errors occur but do not impede
	understanding.
	• Uses a range of vocabulary to discuss the topic in the poster in his/or own words. Some awkward usage or
	slightly inappropriate lexical choices.
	Pronunciation is clearly intelligible.
	Backtracking and reformulations do not fully interrupt the flow of speech.
	A range of cohesive devices are used to clearly indicate the links between ideas.
4	Response addresses points from each section, the follow-up question is on topic and the response shows the
B2.2	features associated with B2 spoken production.
3	Response does not address points from both sections, the follow-up question is on topic and the response
B2.1	shows the features associated with B2 spoken production:
	Features associated with B2 spoken production:
	Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.
	Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do
	not lead to misunderstanding.
	Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to
	misunderstanding
	• Some pausing while searching for vocabulary, but this does not put a strain on the listener.
•	A limited number of cohesive devices are used to indicate the links between ideas.
2	The candidate is unable to construct a coherent and sustained response, is heavily dependent on the input
B1.2	prompts and is not able to address the follow-up question. The response shows the features associated with B1
1	spoken production. The candidate is unable to construct a coherent and sustained response, reads directly from the prompts and is
B1.1	not able to address the follow-up question. The response shows the features associated with B1 spoken
0	production.
	Features associated with B1 spoken production:
	Control of simple grammatical structures. Errors occur when attempting complex structures.
	Limitations in vocabulary make it difficult to deal fully with the task.
	Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener.
	Noticeable pausing, false starts, reformulations and repetition.
	Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
0	Performance not sufficient for B1, or no meaningful language, or the responses are completely off- topic
A1/A2	(memorised or guessing).

Areas assessed: task fulfilment / topic relevance, punctuation, grammatical range & accuracy, vocabulary range & accuracy, cohesion.

5	Likely to be above the B1 level.
B2 (or above)	
4 B1.2	 Responses to all <u>three</u> questions are on topic and show the following features: Control of simple grammatical structures. Errors occur when attempting complex structures. Punctuation and spelling mostly accurate. Errors do not impede understanding. Vocabulary is sufficient to respond to the questions. Uses simple cohesive devices to organize responses as a linear sequence of sentences.
3 B1.1	 Responses to <u>two</u> questions are on topic and show the following features: Control of simple grammatical structures. Errors occur when attempting complex structures. Punctuation and spelling mostly accurate. Errors do not impede understanding. Vocabulary is sufficient to respond to the questions. Uses simple cohesive devices to organise responses as a linear sequence of sentences.
2 A2.2	 Responses to at least <u>two</u> questions are on topic and show the following features: Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding. Punctuation and spelling mistakes are noticeable. Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding. Responses are lists of sentences and not organised as cohesive texts.
1 A2.1	 Response to <u>one</u> question is on topic and shows the following features: Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding. Punctuation and spelling mistakes are noticeable. Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding. Responses are lists of sentences and not organised as cohesive texts.
0	Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

Areas assessed: task fulfilment, register, grammatical range & accuracy, vocabulary range & accuracy, punctuation and spelling, cohesion.

6	Response fully on topic and appropriate register used. Response
C2	shows the following features:
02	 Range of complex grammar constructions used accurately. No grammar errors occur.
	Range of vocabulary used. No awkward or inappropriate lexical choices.
	 No more than two minor punctuation or spelling errors occur.
	Range of cohesive devices used to clearly indicate the links between ideas.
F	Response fully on topic and appropriate register used. Response
5	shows the following features:
C1	Range of complex grammar constructions used accurately. Minor grammar errors occur.
	Range of vocabulary used. Some awkward or slightly inappropriate lexical choices.
	Minor errors in punctuation and spelling occur.
	Range of cohesive devices used to clearly indicate the links between ideas.
4	Response fully on topic and appropriate register used. Response
4 B2.2	shows the following features:
DZ.Z	 Some complex grammar constructions used accurately. Errors do not impede understanding.
	• Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not impede
	understanding.
	 Punctuation and spelling errors do not impede understanding.
	 Limited number of cohesive devices are used to indicate the links between ideas.
3	Response partially on topic and/or appropriate register partially used. Response
B2.1	shows the following features:
52.1	 Some complex grammar constructions used accurately. Errors do not impede understanding.
	Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not impede
	understanding.
	Punctuation and spelling errors do not impede understanding.
	Limited number of cohesive devices are used to indicate the links between ideas.
2	Response partially on topic and/or appropriate register partially used. Response
B1.2	shows the following features:
	Control of simple grammatical structures. Errors occur when attempting complex structures.
	 Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in note of the text.
	parts of the text.
	Punctuation and spelling errors do not impede understanding.
	Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
1	Response not on topic and/or task not fulfilled in terms of appropriateness of register.
B1.1	Response shows the following features:
	Control of simple grammatical structures. Errors occur when attempting complex structures.
	 Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text.
	 Punctuation and spelling errors do not impede understanding.
	 Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
	Performance below B1, or no meaningful language or the response is completely off-topic (e.g. memorised
0	script, guessing).
A1/A2	sonpr, guossing).

Areas assessed: task fulfilment, grammatical range & accuracy, vocabulary range & accuracy, coherence and cohesion.

1	
6	Response is informative and interesting. Clever use of the input with mostly original text.
C2	Response shows the following features:
62	Range of complex grammar constructions used accurately. Minor errors occur.
	 Range of vocabulary used accurately. No awkward or inappropriate lexical choices.
	• • • • • • • • • • • • • • • • • • • •
	Minor errors in punctuation and spelling occur.
	Range of cohesive devices used to clearly indicate the links between ideas.
5	Response is not interesting. Correct use of the input with mostly original text.
Č1	Response shows the following features:
	 Range of complex grammar constructions used accurately. Minor errors occur.
	 Range of vocabulary used. Some awkward or slightly inappropriate lexical choices.
	Minor errors in punctuation and spelling occur.
	Range of cohesive devices used to clearly indicate the links between ideas.
	Response is not interesting. Correct use of the input with mostly original text.
4	Response shows the following features:
B2.2	 Some complex grammar constructions used accurately. Errors do not impede understanding.
	 Sufficient range of vocabulary to discuss the topic required by the task. Inappropriate lexical choices do not impede understanding
	understanding.
	Punctuation and spelling errors do not impede understanding.
	Limited number of cohesive devices are used to indicate the links between ideas.
3	Response is not interesting or informative. Key parts of the input are missing with mostly original
B2.1	text.
	Response shows the following features:
	 Some complex grammar constructions used accurately. Errors do not impede understanding.
	 Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not impede
	understanding.
	 Punctuation and spelling errors do not impede understanding.
	 Limited number of cohesive devices are used to indicate the links between ideas.
2	Response is not interesting or informative. Key parts of the input are missing with mostly original
B1.2	text.
DI.Z	Response shows the following features:
	Control of simple grammatical structures. Errors occur when attempting complex structures.
	 Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in
	parts of the text.
	 Punctuation and spelling errors do not impede understanding.
	 Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
	Response is not interesting or information. Input is not used correctly or text is mostly copied from the
1	
B1.1	input.
	Response shows the following features:
	Control of simple grammatical structures. Errors occur when attempting complex structures.
	 Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in
	most of the text.
	 Punctuation and spelling errors do not impede understanding.
	 Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
0	Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised
A1/A2	script, guessing).

BRITISH COUNCIL APTIS TECHNICAL REPORTS

Aptis Advanced Technical Supplement Version 1.0

www.britishcouncil.org/aptis

© British Council

The British Council is the United Kingdom's International organisation for cultural relations and educational opportunities