

## MARKING SCALE FOR SPEAKING 2014

	<b>Task completion</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Fluency &amp; pronunciation</b>
<b>5</b>	Deals with the tasks <u>effectively</u> . Responds to all aspects of the tasks. Expresses his/her ideas and opinions with precision. Presents complex lines of argument convincingly.	<u>Wide vocabulary</u> . Has a good command of a broad range of vocabulary and can express him/herself clearly in an appropriate register without having to restrict what he/she wants to say.	<u>Excellent control of grammar</u> . Maintains a high degree of grammatical accuracy. Errors are rare and occur in complex structures only.	<u>Very fluent</u> . Can express him/herself fluently and spontaneously, almost effortlessly. Appropriate pronunciation and intonation and only natural pauses.
<b>4</b>	Deals with the tasks <u>well</u> . Responds to most aspects of the tasks accurately and effectively OR responds to all aspects without expanding them.	<u>Good vocabulary</u> . Has enough vocabulary to discuss both everyday and some abstract topics. Can paraphrase when necessary. Only occasional misuse of words. Mostly appropriate register.	<u>Good control of grammar</u> . Does not make errors which cause misunderstanding. Simple structures error-free. Complex structures are frequently attempted but these may contain errors.	<u>Fluent</u> . Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses. Pronunciation and intonation mostly correct.
<b>3</b>	Deals with the tasks <u>unevenly</u> . Responds to some aspects of the tasks well but has problems responding to others. Sometimes illogical.	<u>Basic vocabulary</u> . Has a good command of vocabulary on everyday topics. Has some ability to paraphrase. More complicated words and expressions not attempted or misused. Some register problems.	<u>Mostly grammatical</u> . Communicates with reasonable accuracy in familiar contexts. Complex structures, if they are attempted, often contain an error.	<u>Mostly fluent</u> . Can communicate with some confidence on familiar routine and non-routine matters. Can make his/her ideas clear to the listener, but is not able to maintain an even tempo. Self-correction, hesitation and pronunciation problems may lead to misunderstanding.
<b>2</b>	Deals with the tasks in a <u>limited</u> way. Frequently illogical. Limited personal contribution.	<u>Limited vocabulary</u> . Has enough language to discuss everyday topics in a straightforward way. Words often misused. Frequent register problems.	<u>Limited control of grammar</u> . Simple structures mostly used correctly. Complex structures not attempted.	<u>Hesitant</u> . Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. Self-correction, hesitation and pronunciation problems sometimes lead to misunderstanding.
<b>1</b>	<u>Attempts the tasks</u> but is disorganised and illogical. Mentions aspects of the tasks without development or ignores them.	<u>Very limited vocabulary</u> . Uses very simple memorised phrases. Uses his/her mother tongue to replace words. Unaware of register. Occasional breakdown due to lack of vocabulary.	<u>Very limited control of grammar</u> . Uses only some simple structures correctly. Uses memorised formulaic utterances. Systematically makes basic mistakes. Most utterances contain an error.	<u>Laconic</u> . Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Frequent self-correction, hesitation and pronunciation problems often lead to misunderstanding.
<b>0</b>	<u>Does not attempt the tasks</u> . Misinterprets the tasks completely. The answer is too short to allow evaluation.	The <u>vocabulary is inappropriate</u> all through. The answer is too short to allow evaluation.	<u>No control of grammar</u> . The answer is too short to allow evaluation.	<u>A non-speaker</u> . Impossible to follow. The answer is too short to allow evaluation.