

### MARKING SCALE: SPEAKING

|          | <b>TASK ACHIEVEMENT</b>                                           | <b>VOCABULARY</b>                                                                                 | <b>GRAMMAR</b>                                                                         | <b>FLUENCY AND PRONUNCIATION</b>                                                                     |
|----------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>5</b> | The student copes with the tasks successfully.                    | Vocabulary is varied. Can paraphrase when necessary. Occasional inaccuracies may occur.           | Speech is grammatically correct with minor slips. Varied language constructions used.  | Fluent. Pronunciation correct. Occasional hesitation and pauses of thought may occur.                |
| <b>4</b> | The student copes with the tasks well.                            | Good vocabulary. Has some ability to paraphrase. Some inaccuracies occur.                         | Speech is mostly grammatically correct. Complex structures may often contain an error. | Mostly fluent. Pronunciation mostly correct. Some noticeable pauses. Occasional words mispronounced. |
| <b>3</b> | The student copes with the tasks unevenly.                        | Basic vocabulary mostly used correctly.                                                           | Simple language used correctly. Complex structures often contain an error.             | Hesitant. Noticeable pauses. Basic pronunciation correct although mistakes are evident.              |
| <b>2</b> | The student copes with the tasks in a limited way.                | Limited vocabulary. Words often misused.                                                          | Limited control of grammar. Systematically makes basic mistakes.                       | Laconic. Limited control of pronunciation. Frequent long pauses.                                     |
| <b>1</b> | The student attempts the tasks but is disorganised and illogical. | Very limited vocabulary. Inaccurate and inappropriate use of words interferes with understanding. | Very limited control of grammar. Many grammar mistakes interfere with understanding.   | Very laconic. Pronunciation problems interfere with understanding.                                   |
| <b>0</b> | The student does not attempt the tasks.                           | Extremely limited vocabulary makes communication impossible.                                      | Numerous grammar mistakes make the speech unintelligible.                              | A non-speaker. Impossible to follow.                                                                 |