

MARKING SCALE FOR SPEAKING 2006

	MONOLOGUE	PRONUNCIATION	VOCABULARY	GRAMMAR	COMMUNICATIVE ABILITY
5	X	X	Precise and varied vocabulary. Appropriate register.	Uses complex structures. Few (if any) grammatical errors. Forms different types of questions (including at least one reported question).	X
4	X	X	Varied and appropriate vocabulary. Occasional slang words.	Complex structures attempted. Grammar mainly accurate.	Maintains effective communication with only natural hesitation. Contributions relevant and appropriate. Does not require assistance. ¹
3	Speaks about 1-2 min; ideas logically presented; well structured (intro + conclusion). Does not read out the text/notes	Although L1 accent may be evident, utterances easily understood.	Varied vocabulary with some inappropriacies. OR Appropriate vocabulary, but not very varied.	Complex structures rarely attempted. Some errors in basic structures.	Maintains flow of language. Contributions relevant but occasionally inappropriate. Hesitation when searching for language. Requires some prompting. ²
2	Speaks about 1-2 min but the talk lacks structure (ideas not logically presented; intro and/or conclusion missing). Re-tells the text.	Some recurrent pronunciation problems (sounds, intonation, phrasing).	Limited vocabulary.	Many errors / systematic errors in basic structures.	Has difficulty with maintaining flow of language. Contributions occasionally irrelevant. Frequent hesitation. Requires prompting. ³
1	Does not talk but reads out the text/notes. OR Initially says very little but with some prompting produces 5-6 sentences in a row.	Pronunciation problems (accent, mistakes) create occasional difficulties for the listener.	Inappropriate vocabulary.	Grammar mostly inaccurate. Major errors.	Cannot maintain flow of language. Hesitations demand patience of the listener. Requires major prompting and assistance.
0	Says no more than 2-3 sentences on the topic. No assessable input.	Pronunciation so poor that utterances hard to follow. No assessable input.	Severe lack of vocabulary. No assessable input.	Gross distortions of basic structures. No assessable input.	No communication takes place. No assessable input.

Notes: ¹ *Does not require assistance* means that the student completes all the tasks without any prompting; when in doubt about what to do asks for guidance.

² *Requires some prompting* means that the interviewer has to remind the student once or twice what to do (has to repeat a question because the student keeps silent, or the student fails to use one or two items in Part 3 of the interview).

³ *Requires prompting* means that the interviewer has to remind the student three or four times about what to do (has to repeat a question because the student keeps silent, or fails to use three items in Part 3 of the interview).