

## Speaking Test – Assessment Scales

		0	1	2	3	4	5
INTERACTION	<b>Interaction</b> <ul style="list-style-type: none"> <li>initiating</li> <li>maintaining</li> <li>facilitating</li> </ul>	Insufficient sample of spoken language.	difficulty initiating contributions difficulty listening, responding and allocating turns limited ability to facilitate interaction when needed	Some features of 3 and some features of 1.	some ability to initiate contributions some ability to listen, respond and allocate turns some ability to facilitate interaction when needed	Some features of 3 and some features of 5.	good ability to initiate contributions ability to listen, respond and allocate turns with ease ability to facilitate interaction throughout if needed
	<b>Content</b> <ul style="list-style-type: none"> <li>relevance</li> <li>elaboration</li> <li>coherence</li> </ul>		hardly any relevant contributions poor development of aspects limited ability to connect ideas logically		generally relevant contributions sufficient development of aspects ideas in general connected logically		relevant contributions throughout thorough development of aspects ideas connected logically
	<b>Pronunciation</b> <ul style="list-style-type: none"> <li>individual sounds</li> <li>word stress</li> <li>intonation</li> </ul>		can hardly be understood, frequent strain on the listener word stress frequently affects comprehensibility limited use of intonation to convey meaning		can generally be understood, occasional difficulties for the listener word stress sometimes affects comprehensibility some range of intonation to convey meaning in general effectively		can be understood easily throughout mostly accurate word stress wide range of intonation to convey meaning effectively
	<b>Grammar &amp; Vocabulary</b> <ul style="list-style-type: none"> <li>range</li> <li>accuracy</li> <li>compensation</li> </ul>		few simple structures and limited range of vocabulary which may be used inappropriately frequent minor and major mistakes that obscure meaning hardly any compensation strategies		some range of simple structures and vocabulary generally used appropriately some minor mistakes that obscure meaning at times some compensation strategies, generally effective		wide range of simple and some complex structures and vocabulary used appropriately occasional inaccuracies that do not obscure meaning compensation strategies efficient or not needed

Start with band 3 (green scale) and then decide whether and in what way the candidate's performance differs from it. Stick to the criteria, do not compare the candidates with each other.

## Explanation of Criteria

### INTERACTION

<b>initiating</b>	<i>can start contributions can introduce new thoughts can use a suitable phrase to get the floor</i>
<b>maintaining</b>	<i>can listen and respond accordingly can move the conversation forward, can take and allocate turns can release the floor and invite others in</i>
<b>facilitating (if needed)</b>	<i>can ask for clarification / can clarify can use speech fillers to gain time to think can encourage engagement in the conversation can react to sudden changes in direction or a breakdown of communication</i>

### CONTENT

<b>relevance</b>	<i>can contribute relevant aspects can give question-related information can fulfil the task given</i>
<b>elaboration</b>	<i>can develop aspects can add details, examples and/or definitions can build onto what others mentioned/initiated</i>
<b>coherence</b>	<i>can present thoughts logically can refer to what was said before</i>

### PRONUNCIATION

<b>individual sounds</b>	<i>can articulate single sounds (vowels, diphthongs, consonants) clearly sounds can be distinguished to prevent misunderstanding; examples: /dʒ/ &gt;/ tʃ/ (jazz vs. chess), /θ/ &gt;/ s/ (think vs. sink), /g/ &gt;/ k/ (dog vs. dock), bet/bat/bad/bed</i>
<b>word stress</b>	<i>can lay emphasis on syllables to convey the meaning of a word PREsent &gt;&lt; preSENT, green HOUSE &gt;&lt; GREENhouse</i>
<b>intonation</b>	<i>can stress parts of sentences to support meaning can rise and lower the voice, e. g. to convey mood or to indicate information</i>

### GRAMMAR & VOCABULARY

<b>range</b>	<i>can use a variety of grammatical structures and words/chunks/expressions can avoid repetition</i>
<b>accuracy</b>	<i>can use grammar and vocabulary correctly</i>
<b>compensation</b>	<i>can monitor and self-correct can circumlocute</i>