

Speaking Test – Assessment Scales

	0	1	2	3	4	5
<p>Interactive communication (Parts I – III)</p> <ul style="list-style-type: none"> initiating and responding hesitation turn-taking 	Insufficient sample of spoken language.	<ul style="list-style-type: none"> Failure to initiate and/or respond appropriately. Hesitation demands patience of the listener, and may contribute to the breakdown of the interaction. Inability to keep to the norms of turn-taking. 	Some features of 1 in approximately equal measure.	<ul style="list-style-type: none"> Interaction is sustained in most of the test by initiating and responding appropriately. Hesitation may sometimes interfere with the interaction. Ability to keep to the norms of turn-taking in most of the test. 	Some features of 3 and some features of 5 in approximately equal measure.	<ul style="list-style-type: none"> Interaction is sustained and generally developed effectively by initiating and responding appropriately. Hesitation rarely interferes with the interaction. Ability to keep to the norms of turn-taking throughout the test.
<p>Pronunciation</p> <ul style="list-style-type: none"> intonation individual sounds 		<ul style="list-style-type: none"> Intonation is inappropriate and puts a strain on the listener. Poor articulation of individual sounds makes utterances difficult to understand. 		<ul style="list-style-type: none"> Intonation is sufficiently appropriate for most meanings to be conveyed effectively. Individual sounds are articulated sufficiently clearly for utterances to be understood, although there may be occasional difficulty for the listener. 		<ul style="list-style-type: none"> Intonation is sufficiently appropriate for meanings to be conveyed effectively. Individual sounds are articulated sufficiently clearly for utterances to be understood easily.
<p>Grammar and vocabulary</p> <ul style="list-style-type: none"> range accuracy appropriacy 		<ul style="list-style-type: none"> The range of grammatical forms and vocabulary is not adequate. Grammar is insufficiently accurate to deal with the tasks, and errors obscure intended meanings. Vocabulary is used inappropriately, or may be too limited to deal with the tasks. 		<ul style="list-style-type: none"> An adequate range of grammatical forms and vocabulary is used. Grammar is sufficiently accurate to convey intended meanings. Vocabulary is sufficiently appropriate to deal with the tasks. 		<ul style="list-style-type: none"> A wide range of grammatical forms and vocabulary is attempted. Grammar is mainly accurate, although minor errors may occur. Vocabulary is sufficiently appropriate to deal with the tasks effectively.
<p>Discourse management</p> <ul style="list-style-type: none"> relevance coherence extent 		<ul style="list-style-type: none"> Contributions lack relevance and/or coherence, and are inadequate in developing the discourse, Contributions are of an inappropriate length. 		<ul style="list-style-type: none"> Contributions are generally relevant and coherent, and are adequate in developing the discourse. Contributions are generally of an appropriate length. 		<ul style="list-style-type: none"> Contributions are mostly relevant and coherent, and are effective in developing the discourse. Contributions are mostly of an appropriate length.

Explanation of Criteria:

Interactive Communication (Initiating and Responding, Hesitation, Turn-taking)

This refers to the candidate's ability to take an active part in the development of the discourse, showing sensitivity to turn-taking and without undue hesitation. It requires the ability to participate competently in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. It also refers to the development of strategies to maintain and repair interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

Discourse Management (Relevance, Coherence, Extent)

This refers to the candidate's ability to link utterances together to form coherent monologue and contributions to dialogue. The utterances should be relevant to the tasks and to preceding utterances in the discourse. The discourse produced should be at a level of complexity appropriate to Threshold Plus (B 1+) level and the utterances should be arranged logically to develop the themes or arguments required by the tasks. The extent of contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse in order to achieve the task.

Important:

- F Always stick to the criteria and don't compare the candidates with each other. (E.g. Candidate B might not be as eloquent as candidate A and might still get the top mark because he or she meets the criteria.)
- F Always start with scale 3 (blue scale) and then decide whether and in which way the candidate's performance differs from it or not.
- F It is possible that the assessor's and the interlocutor's impression varies from each other.