

## Speaking Test – Assessment Scales

		0	1	2	3	4	5
<b>LANGUAGE &amp; PRODUCTION</b>	<b>INTERACTION</b>	Insufficient sample of spoken language.	difficulty initiating contributions	Some features of 3 and some features of 1.	some ability to initiate contributions	Some features of 3 and some features of 5.	good ability to initiate contributions
	<ul style="list-style-type: none"> <li>• initiating</li> <li>• maintaining</li> <li>• facilitating</li> </ul>		difficulty listening, responding and allocating turns		some ability to listen, respond and allocate turns		ability to listen, respond and allocate turns with ease
	<ul style="list-style-type: none"> <li>• relevance</li> <li>• elaboration</li> <li>• coherence</li> </ul>		limited ability to facilitate interaction when needed		some ability to facilitate interaction when needed		ability to facilitate interaction throughout if needed
	<b>Pronunciation</b>		hardly any relevant contributions		generally relevant contributions		relevant contributions throughout
<b>Grammar &amp; Vocabulary</b>	poor development of aspects	sufficient development of aspects	thorough development of aspects				
<b>Content</b>	limited ability to connect ideas logically	ideas in general connected logically	ideas connected logically				
<b>Interaction</b>	can hardly be understood, frequent strain on the listener	can generally be understood, occasional difficulties for the listener	can be understood easily throughout				
<b>Content</b>	word stress frequently affects comprehensibility	word stress sometimes affects comprehensibility	mostly accurate word stress				
<b>Pronunciation</b>	limited use of intonation to convey meaning	some range of intonation to convey meaning in general effectively	wide range of intonation to convey meaning effectively				
<b>Grammar &amp; Vocabulary</b>	few simple structures and limited range of vocabulary which may be used inappropriately	some range of simple structures and vocabulary generally used appropriately	wide range of simple and some complex structures and vocabulary used appropriately				
<b>Interaction</b>	frequent minor and major mistakes that obscure meaning	some minor mistakes that obscure meaning at times	occasional inaccuracies that do not obscure meaning				
<b>Content</b>	hardly any compensation strategies	some compensation strategies, generally effective	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</i> <i>can introduce new thoughts</i> <i>can use a suitable phrase to get the floor</i>
<b>maintaining</b>	<i>can listen and respond accordingly</i> <i>can move the conversation forward, can take and allocate turns</i> <i>can release the floor and invite others in</i>
<b>facilitating (if needed)</b>	<i>can ask for clarification / can clarify</i> <i>can use speech fillers to gain time to think</i> <i>can encourage engagement in the conversation</i> <i>can react to sudden changes in direction or a breakdown of communication</i>

### CONTENT

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

### PRONUNCIATION

<b>individual sounds</b>	<i>can articulate single sounds (vowels, diphthongs, consonants) clearly</i> <i>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</i> <i>PREsent &gt;&lt; preSENT, green HOUSE &gt;&lt; GREENhouse</i>
<b>intonation</b>	<i>can stress parts of sentences to support meaning</i> <i>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</i> <i>can avoid repetition</i>
<b>accuracy</b>	<i>can use grammar and vocabulary correctly</i>
<b>compensation</b>	<i>can monitor and self-correct</i> <i>can circumlocute</i>