| Marks 9-10 | Excellent                  | - Has full operational command of the language;  
|           |                           | - Is able to speak naturally and at length with some pauses typical of natural spoken language;  
|           |                           | - Shows a high level of accuracy in the use of basic and some complex sentence structures and patterns;  
|           |                           | - Displays a wide range of vocabulary when speaking about a variety of topics  
|           |                           | - Is idiomatically accurate;  
|           |                           | - Expands on input;  
|           |                           | - Uses clear pronunciation throughout with the correct intonation and stress.  
|           |                           | - Achieves set tasks competently;  
|           |                           | - Interacts with ease in a variety of situations and uses appropriate discourse markers.  
| 7-8       | Very Good                 | - Has very good command of the language;  
|           |                           | - Is able to speak at length with relative ease though there are some pauses for grammatical and lexical repair that do not hinder effective communication;  
|           |                           | - Shows consistent control over basic sentence structures and patterns;  
|           |                           | - Makes some mistakes in the use of complex structures, that do not, however, interfere with communication;  
|           |                           | - Generally displays a wide range of vocabulary;  
|           |                           | - Generally shows a good level of idiomatic accuracy;  
|           |                           | - Uses clear pronunciation and generally correct intonation and stress with some mistakes that do not, however, interfere with communication;  
|           |                           | - Achieves set tasks relatively well.  
| 5-6       | Fairly good to good       | - Has generally effective command of the language;  
|           |                           | - Uses pauses that rarely interfere with meaning;  
|           |                           | - Generally displays control over basic grammatical structures and patterns;  
|           |                           | - Displays a more limited range of vocabulary;  
|           |                           | - Interacts fairly well with a sufficient degree of naturalness;  
|           |                           | - Uses generally clear pronunciation that rarely interferes with communication;  
|           |                           | - Achieves set tasks generally well with an occasional need for prompting.  
| 3-4       | Slightly inadequate       | - Shows frequent hesitations that occasionally prevent communication;  
|           |                           | - Makes some basic mistakes in simple structures;  
|           |                           | - Uses adequate vocabulary range though strictly limited to familiar contexts;  
|           |                           | - Uses short responses and needs frequent prompting;  
|           |                           | - Pronounces common words properly but has problems with unfamiliar words;  
|           |                           | - Achieves set tasks at the simplest level.  
| 1-2       | Weak                     | - Can use only limited language in familiar contexts;  
|           |                           | - Can produce very short, isolated utterances with frequent hesitations and a distracting use of fillers, most of which are in L1;  
|           |                           | - Needs continual prompting;  
|           |                           | - Commits frequent basic errors in simple sentence structures;  
|           |                           | - Displays a range of vocabulary that is limited to the most common words;  
|           |                           | - Responds slowly, hesitantly and inappropriately to verbal cues;  
|           |                           | - Makes frequent use of L1 when searching for the right words;  
|           |                           | - Does not achieve task.  

(English Summative Oral Assessment 2013)