## CRITERIA FOR ASSESSING ORAL SKILLS

### Range of vocabulary (5 marks)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.</td>
<td>Can use a wide range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.</td>
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### Range of grammatical structures (5 marks)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Can use basic grammatical structures and construct simple sentence structures.</td>
<td>Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.</td>
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### Fluency and interaction (4 marks)

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<tbody>
<tr>
<td>Can interact in a simple way provided the Interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.</td>
<td>Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.</td>
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### Task achievement (2 marks)

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<tbody>
<tr>
<td>Response is irrelevant in spite of prompting and rephrasing.</td>
<td>Can understand the questions / instructions but need some time / prompting to formulate a relevant response.</td>
<td>Can immediately understand the questions / instructions and response is relevant.</td>
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### Pronunciation, intonation, and stress (2 marks)

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<tr>
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<tbody>
<tr>
<td>Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.</td>
<td>Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.</td>
<td>Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.</td>
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</tbody>
</table>
### Task Specific (2 marks)

(1 mark for Task 3 – Inverted Interview, and 1 mark for Task 4 – Compare and Contrast)

<table>
<thead>
<tr>
<th>Inverted Interview (1 mark)</th>
<th><strong>Allot the mark if the student:</strong></th>
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<tbody>
<tr>
<td></td>
<td>▪ can accurately form a range of questions, including polar questions, ‘wh’ questions, and ‘tag’ questions, to elicit information; and</td>
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<tr>
<td></td>
<td>▪ can ask ‘wh’ questions, including ‘How’ and ‘Why’ questions, to obtain a wide range of responses.</td>
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<table>
<thead>
<tr>
<th>Compare and Contrast (1 mark)</th>
<th><strong>Allot the mark if the student:</strong></th>
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<tr>
<td></td>
<td>▪ can use a range of appropriate qualifiers, including irregular comparative and superlative forms, to describe points of comparison and contrast; and</td>
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<td></td>
<td>▪ can identify and describe vividly similarities and differences of set illustrations by observing details and making connections to prior knowledge.</td>
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