

DEPARTMENT FOR CURRICULUM, LIFELONG LEARNING AND EMPLOYABILITY
 Directorate for Learning and Assessment Programmes
 Educational Assessment Unit
End of Primary Benchmark 2019
English – Speaking Component

CRITERIA FOR ASSESSING ORAL SKILLS		
Range of vocabulary (5 marks)		
0 - 1 - 2 - 3 - 4 - 5		
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.		Can use a wide range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structures (5 marks)		
0 - 1 - 2 - 3 - 4 - 5		
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 - 1 - 2 - 3 - 4		
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.		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.
Task achievement (2 marks)		
0	1	2
Response is irrelevant in spite of prompting and rephrasing.	Can understand the questions / instructions but need some time / prompting to formulate a relevant response.	Can immediately understand the questions / instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
0	1	2
Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.

Task Specific (2 marks)

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

Inverted Interview (1 mark)

Allot the mark if the student:

- can accurately form a range of questions, including polar questions, 'wh' questions, and 'tag' questions, to elicit information; **and**
- can ask 'wh' questions, including 'How' and 'Why' questions, to obtain a wide range of responses.

Compare and Contrast (1 mark)

Allot the mark if the student:

- can use a range of appropriate qualifiers, including irregular comparative and superlative forms, to describe points of comparison and contrast; **and**
- can identify and describe vividly similarities and differences of set illustrations by observing details and making connections to prior knowledge.