

Name: _____

Class: _____

Total Mark: _____ out of 20

				Marks Task 2	Marks Task 3
Fluency and Interaction	2	1	0		
	Can communicate and interact fully. Some pauses and hesitations might occur, but they do not interfere with comprehension.	Speaks slowly using pauses to rephrase and search for vocabulary. Hesitations interfere with comprehension at times.	Communication is inadequate and speech is very often affected by repetitions, pauses and self-corrections.		
Vocabulary	2	1	0		
	Can use a wide range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.	Can use basic vocabulary and phrases related to everyday objects, activities and people.	Uses a very limited range or inappropriate vocabulary to talk about the topic.		
Spoken Grammar	2	1	0		
	Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.	Can use basic grammatical structures and construct simple sentence structures.	Shows insufficient control of simple grammatical forms and structures are all inaccurate.		
Content and Relevance Task 2: Visual Prompt	2	1	0		Leave Empty
	Responses are informative and student shows adequate level of detail in descriptions and retellings.	Responses are generally informative; student may lack some detail in descriptions and retellings.	Responses are not informative; student includes little or no information		
Content and Relevance Task 3: Interview	Addresses the questions in an in-depth, complete manner; main points are clear; elaborates with explanation and examples.	Includes some essential information and begins to address questions. Information may not be clearly connected.	Responses are not clear; information included does not answer questions in any way.	Leave Empty	
Pronunciation, intonation and stress	2	1	0		
	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.		
Marks for Task 1 and Task 2					
Total					