

Name: _____

Class: _____

Total Mark: _____ out of 20

Task 2 /Task 3		1	$\frac{1}{2}$	0	Task 2	Task 3	Task 4
Task 4		2	1	0			
Fluency and Interaction		Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension.	Can speak slowly using hesitation to rephrase and search for vocabulary.	Communication is inadequate and speech is very often affected by repetitions, pauses and self-corrections.			
Vocabulary		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		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: Single Picture	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.			
	Task 3: Compare and Contrast	Can identify and describe similarities and differences by observing details and making connections to prior knowledge. Can use a range of appropriate qualifiers, including irregular comparative and superlative forms to describe points of comparison and contrast.	Can identify and describe some similarities and differences and can use some appropriate qualifiers to describe points of comparison and contrast.	Does not describe any similarities and differences. Shows no ability to compare and contrast.			
	Task 4: Thematic Picture	Can confidently identify which items relate to the large picture and which items do not and give valid reasons to support their opinion in a logical way.	Can identify which items relate to the large picture and which items do not and attempt to give valid reasons to support their opinion.	Cannot identify which items relate to the large picture and which items do not.			
Pronunciation, intonation and stress		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 per task					/5	/5	/10
Total					/20		