

Relevance and Adequacy of content

- 0. The answer bears almost no relation to the task set. Totally inadequate answer.
- 1. Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.
- 2. For the most part answers the task set, though there may be some gaps or redundant information.
- 3. Relevant and adequate answer to the task set.

Compositional Organization

- 0. No apparent organization of content.
- 1. Very little organization of content. Underlying structures not sufficiently apparent.
- 2. Some organization skills in evidence but not adequately controlled.
- 3. Overall shape and internal pattern clear. Organization skills adequately controlled.

Cohesion

- 0. Cohesion almost totally absent. Writing is so fragmentary that comprehension of the intended communication is virtually impossible.
- 1. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
- 2. For the most part satisfactory cohesion though occasional deficiencies may mean that certain parts of communication are not always effective,
- 3. Some use of cohesion resulting in effective communication.

Adequacy of Vocabulary for Purpose

- 0. Vocabulary inadequate even for the most basic parts of the intended communication.
- 1. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetitions.
- 2. Some inappropriacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.
- 3. Almost no inappropriacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.

Grammar

- 0. Almost all grammatical patterns inaccurate.
- 1. Frequent grammatical inaccuracies.
- 2. Some grammatical inaccuracies.
- 3. Almost no grammatical inaccuracies.

Mechanical Accuracy I (Punctuation)

- 0. Ignorance of conventions of punctuation.
- 1. Low standard of accuracy of punctuation.
- 2. Some inaccuracies of punctuation.
- 3. Almost no inaccuracies of punctuation.

Mechanical Accuracy II (Spelling)

- 0. Almost all spelling inaccurate.
- 1. Low standard of accuracy in spelling.
- 2. Some inaccuracies in spelling.
- 3. Almost no inaccuracies in spelling.

Speaking Test – Assessment Scales

	0	1	2	3	4	5
Interactive communication (Parts I – III) <ul style="list-style-type: none"> initiating and responding hesitation turn-taking 	Insufficient sample of spoken language.	<ul style="list-style-type: none"> Failure to initiate and/or respond appropriately. Hesitation demands patience of the listener, and may contribute to the breakdown of the interaction. Inability to keep to the norms of turn-taking. 	Some features of 1 in approximately equal measure.	<ul style="list-style-type: none"> Interaction is sustained in most of the test by initiating and responding appropriately. Hesitation may sometimes interfere with the interaction. Ability to keep to the norms of turn-taking in most of the test. 	Some features of 3 and some features of 5 in approximately equal measure.	<ul style="list-style-type: none"> Interaction is sustained and generally developed effectively by initiating and responding appropriately. Hesitation rarely interferes with the interaction. Ability to keep to the norms of turn-taking throughout the test.
Pronunciation <ul style="list-style-type: none"> intonation individual sounds 		<ul style="list-style-type: none"> Intonation is inappropriate and puts a strain on the listener. Poor articulation of individual sounds makes utterances difficult to understand. 		<ul style="list-style-type: none"> Intonation is sufficiently appropriate for most meanings to be conveyed effectively. Individual sounds are articulated sufficiently clearly for utterances to be understood, although there may be occasional difficulty for the listener. 		<ul style="list-style-type: none"> Intonation is sufficiently appropriate for meanings to be conveyed effectively. Individual sounds are articulated sufficiently clearly for utterances to be understood easily.
Grammar and vocabulary <ul style="list-style-type: none"> range accuracy appropriacy 		<ul style="list-style-type: none"> The range of grammatical forms and vocabulary is not adequate. Grammar is insufficiently accurate to deal with the tasks, and errors obscure intended meanings. Vocabulary is used inappropriately, or may be too limited to deal with the tasks. 		<ul style="list-style-type: none"> An adequate range of grammatical forms and vocabulary is used. Grammar is sufficiently accurate to convey intended meanings. Vocabulary is sufficiently appropriate to deal with the tasks. 		<ul style="list-style-type: none"> A wide range of grammatical forms and vocabulary is attempted. Grammar is mainly accurate, although minor errors may occur. Vocabulary is sufficiently appropriate to deal with the tasks effectively.
Discourse management <ul style="list-style-type: none"> relevance coherence extent 		<ul style="list-style-type: none"> Contributions lack relevance and/or coherence, and are inadequate in developing the discourse, Contributions are of an inappropriate length. 		<ul style="list-style-type: none"> Contributions are generally relevant and coherent, and are adequate in developing the discourse. Contributions are generally of an appropriate length. 		<ul style="list-style-type: none"> Contributions are mostly relevant and coherent, and are effective in developing the discourse. Contributions are mostly of an appropriate length.

Assessment Scale for Speaking

	Accuracy, appropriacy and range of lexis	Accuracy, appropriacy, range and complexity of spoken English grammar	Pronunciation	Content	Fluency Communication skills
6	<ul style="list-style-type: none"> Lexical accuracy is consistently high Very high range of vocabulary Highly appropriate register 	<ul style="list-style-type: none"> Grammatical accuracy is consistently high. Very good use of structures. Hardly any errors of tense, word order, articles etc. Meaning is conveyed highly effectively 	<ul style="list-style-type: none"> Pronunciation is of a consistently high level Little L1 accent 	<ul style="list-style-type: none"> Very good knowledge of subject Considerable variety of relevant ideas/arguments Able to handle communication in all situations. 	<ul style="list-style-type: none"> Excellent flow of language appropriate to the task Contributes fully and effectively throughout the interaction
5	<ul style="list-style-type: none"> Lexical accuracy is high High range of vocabulary appropriate register 	<ul style="list-style-type: none"> Grammatical accuracy is high. Good use of structures Few errors of tense, word order, articles, etc. Meaning is conveyed effectively 	<ul style="list-style-type: none"> Pronunciation is of a high level L1 accent may be evident, but does not affect the clarity of the message 	<ul style="list-style-type: none"> Good knowledge of subject Variety of ideas/arguments above average Able to handle communication in most situations 	<ul style="list-style-type: none"> Maintains the flow of language, although hesitation may occur Able to take an active part in the conversation at most times Contributes with ease for most of the interaction with occasional difficulties
4	<ul style="list-style-type: none"> Adequate accuracy Adequate range of vocabulary Adequate register 	<ul style="list-style-type: none"> Some inaccuracies, problems mainly with complex constructions Some errors of tense, word order, articles, etc. Meaning is conveyed 	<ul style="list-style-type: none"> Pronunciation is generally clear L1 accent may be evident, and sometimes affects the clarity of the message 	<ul style="list-style-type: none"> Adequate knowledge of subject Adequate variety of ideas/arguments Occasional digression from task 	<ul style="list-style-type: none"> Some hesitation Able to take part in the conversation at most times Contributes for much of the interaction
3	<ul style="list-style-type: none"> Sufficient accuracy Sufficient range of vocabulary sufficient register 	<ul style="list-style-type: none"> Several inaccuracies Several errors of tense, word order, articles, etc. which do not obscure meaning 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear L1 accent may be evident, and frequently affects the clarity of the message 	<ul style="list-style-type: none"> Sufficient knowledge of subject Sufficient variety of ideas/arguments, Frequent digression from task 	<ul style="list-style-type: none"> Hesitation sometimes demands unreasonable patience of the listener. Able to take part in the conversation at a sufficient level Contributes for much of the interaction, but with intrusive difficulties or deviations at times
2	<ul style="list-style-type: none"> Limited accuracy Limited range of vocabulary Limited register Frequently incomprehensible because of limited vocabulary and some interference of mother tongue 	<ul style="list-style-type: none"> Numerous structural errors. Frequent errors of tense, word order, articles, etc. Meaning often obscured 	<ul style="list-style-type: none"> Pronunciation is generally intelligible, but L1 features may put a strain on the listener 	<ul style="list-style-type: none"> Knowledge of subject limited, Pointless repetition Limited variety of ideas/arguments, 	<ul style="list-style-type: none"> Speech very disconnected and difficult to follow Sometimes unable to take an active part in interaction or conversation
1	<ul style="list-style-type: none"> Very limited accuracy Very limited range of vocabulary Very limited register Mostly incomprehensible because of very limited vocabulary and frequent interference of mother tongue 	<ul style="list-style-type: none"> Numerous inaccuracies even within the very limited range of grammar Numerous errors of tense, word order, articles, etc. Meaning very often obscured, because of frequent interference with mother tongue 	<ul style="list-style-type: none"> Hard to understand, student must repeat frequently in order to be understood, even by a sympathetic listener. 	<ul style="list-style-type: none"> Knowledge of subject too little. Hardly any or no variety of ideas/arguments 	<ul style="list-style-type: none"> No connected speech, virtually unable to take part in conversation Mostly unable to take an active part in interaction or conversation
0	Sample of language inadequate to gain even the lowest mark				

	ACCENT	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	Pronunciation frequently unintelligible	Grammar almost entirely inaccurate except in stock phrases.	Vocabulary inadequate for even the simplest conversation.	Speech is so halting that conversation is virtually impossible.	Understands too little for simplest type of conversation.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	Constant errors showing control of very few major patterns and frequently preventing communication.	Vocabulary limited to basic personal needs and survival (time, food, transportation, family, etc.)	Speech is very slow and uneven except for short or routine sentences.	Understands only slow, very simple speech on common or touristic topics, requires constant repetition and rephrasing.
3	“Foreign accent” requires concentrated listening, and mispronunciations lend to occasional misunderstandings and apparent errors in grammar or vocabulary.	Frequent errors showing some major patterns uncontrolled and causing occasional limitation and misunderstanding.	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.	Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocution.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.	Understands quite well with normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	No conspicuous mispronunciation, but wouldn’t be taken for a native speaker.	Few errors, with no patterns of failure.	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	Understands everything in normal educated conversation except for very colloquial or low-frequency terms, or exceptionally rapid or slurred speech.
6	Native pronunciation, with no trace of “foreign accent.”	No more errors than an occasional error in longer conversation.	Vocabulary apparently as accurate and extensive as that of an educated speaker.	Speech on all professional and general topics as effortless and smooth as a native speaker’s.	Understands everything in both formal and colloquial speech to be expected from an educated native speaker.