

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			
<b>Fluency and Interaction</b>		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.			
<b>Vocabulary</b>		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.			
<b>Spoken Grammar</b>		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.			
<b>Content and Relevance</b>	<b>Task 2: Visual Prompt</b>	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.			
	<b>Task 3: Interview</b>	Can ask relevant wh-questions and open-ended questions to elicit information, clarification, elaboration and understanding of facts, events or characters.	Can ask mostly relevant wh-questions and attempts open-ended questions to elicit information and clarification of facts, events or characters.	Questions are not clear and relevant to the task.			
	<b>Task 4: Role Play</b>	Communicative exchange is clearly relevant to the purpose of the task. Uses body language appropriately and effectively to enhance and support speech. Employs various techniques to enhance oral presentation, such as, pauses, tone and volume.	Communicative exchange is quite relevant to the purpose of the task. Uses some aspects of body language to enhance and support speech. Employs some techniques to enhance oral presentation.	Communicative exchange is not quite relevant (if at all) to the purpose of the task. Uses little or no body language to enhance and support speech. Employs few or limited techniques to enhance oral presentation.			
<b>Pronunciation, intonation and stress</b>		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.			
<b>Marks per task</b>					/5	/5	/10
<b>Total</b>					/20		