**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group: \_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **Skills** | **Scored Marks** |
| Pronunciation and Fluency |  |
| Grammar |  |
| Vocabulary |  |
| Cohesion and Coherence |  |
| Content and Performance |  |
| **Total:** |
| **Final Grade:**  |

|  |
| --- |
| **Feedback** |
| Areas of Strength | Areas for Improvement |
|  |  |

**Teacher**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Pts.** | **Pronunciation & Fluency** | **Grammar** | **Vocabulary** | **Coherence and Cohesion** | **Content and Performance (during outline/introduction, conclusion, &/or discussion)** |
| **5** | * Clear pronunciation, intonation & rhythm
* Natural speed
* Clearly audible
* Little or no hesitation
* Little or no repetition
 | * Uses level-appropriate grammatical structures correctly almost all the time
* Sentence structure is level-appropriate and almost error-free.

  | * Vocabulary is varied and used accurately, effectively and appropriately for the level.
* Shows ability to paraphrase and/or uses synonyms, antonyms and collocation effectively most of the time
 | * Accurate use of transition phrases
* Accurate use of reference, substitution and ellipsis
* Discourse is logically and fluently linked.
 | * Outline and purpose are clearly stated, and fully developed.
* All information is relevant and supported with researched facts, statistics, and/or examples, and detailed evidence of understanding the requirements of the task.
* Visuals are relevant and appropriate.
* Summary, conclusion, and asked audience for questions.
* Makes eye contact and interacts with and responds to the audience
* Uses bullet points or notes only as prompts
* Within given time limits
 |
| **4** | * Generally clear pronunciation intonation & rhythm
* Speed is variable
* Occasionally, the listener has to strain to hear what is said.
* Some hesitation and pausing as a result of searching for words
* Some repetition
 | * Uses level-appropriate grammatical structures but with errors some of the time
* Sentence structure is level-appropriate but with some errors that do not affect meaning.
 | * Vocabulary is somewhat varied and used effectively for the level.
* Shows some ability to paraphrase and/or use synonyms, antonyms and collocation effectively some of the time
 | * Transition phrases used accurately most of the time.
* Accurate use of reference, substitution and ellipsis for the most part
* Discourse is logically and fluently linked for the most part.
 | * Outline and purpose are stated, but not fully developed.
* Most information is relevant and some is supported with researched facts, statistics, and/or examples, and some evidence of understanding the requirements of the task.
* Visuals are generally relevant and generally appropriate.
* One element is missing: Summary, conclusion, and asked audience for questions.
* Eye contact with the audience is maintained most of the time. Some interaction with the audience
* Uses bullet points or notes as prompts most of the time
* Slightly below or above time limit
 |
| **3** | * Noticeable pronunciation problems
* Intonation & rhythm marked by some L1 interference
* Speed is slow
* Listener has to strain to hear much of what is said.
* Noticeable hesitation & pausing
* Noticeable repetition
 | * Uses level -appropriate grammatical structures but not always correctly
* Sentence structure has a lot of errors, causing strain for the listener.
 | * Vocabulary is limited and/or just adequate for the task (considering the level).
* Attempts paraphrasing and/or uses synonyms, antonyms and collocation, but not very successfully
 | * Use of transition phrases, but some not used accurately
* Use reference, substitution and ellipsis, but not always used accurately
* Discourse is generally logically and fluently linked with some inconsistencies.
 | * Outline and purpose may be unclear or missing.
* Few researched facts, statistics, examples, and/or examples, and limited evidence of understanding the requirements of the task
* Visuals are minimally relevant / appropriate.
* No summary, and ends suddenly without a clear conclusion
* Did not ask audience for questions
* Eye contact with the audience is limited. Little interaction with the audience
* Reads from notes and/or visual aids some of the time.
* Noticeably below or above time limit
 |
| **2** | * Major difficulty with pronunciation, intonation & rhythm making it difficult to understand.
* Very slow speed.
* Generally inaudible
* Long pauses between communication
* Lots of repetition
 | * Level-appropriate grammatical structures used incorrectly most of the time
* Sentences are incomplete and/or grammatical errors are prevalent.
 | * Vocabulary is very limited for the level.
* No ability to paraphrase and/or use synonyms, antonyms and collocation
 | * Little use of transition phrases, and not used accurately
* Little use of reference, substitution and ellipsis, and generally not used accurately
* Ideas and information offered but disconnected and not fluently linked.
 | * No outline and/or purpose
* Very few researched facts, statistics, and/or examples, and inadequate evidence of understanding the requirements of the task
* Very few visuals which are not relevant / appropriate.
* No summary, and ends suddenly without a clear conclusion
* Did not ask audience for questions
* Eye contact with the audience is limited. Little interaction with the audience
* Reads from notes and/or visual aids most of the time
* Significantly below or above time limit
 |
| **1** | Little or no communication evidentPlayed tour and sat down; no eye contact, interaction, or engagment with audience |