**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 evident  Played tour and sat down; no eye contact, interaction, or engagment with audience | | | | |